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ABSTRACT

This study obtained information about the factors which cause stress for 406 teachers in Nova Scotia and determined possible differences by sub-groups. Noteworthy differences were found by size of school, gender, experience, type of school, administrator/non-administrator, and a few by license category. Results indicated that one teacher in four is likely to find "disruptive students" to be very stressful, and student attitude and school discipline were also strong stress factors. Other major "very stressful" factors concerned time, paper-work, and size of class, as well as discipline policy and lack of administrative support. Teachers were most satisfied with their role of teacher in "seeing students grow", but were least satisfied with student attitude/performance, public attitudes, discipline, administration and paperwork. Teachers indicated that they would most like to see changes providing smaller classes, improved physical facilities and equipment, improved schedules with more time for planning, and improved administration. Data from the survey are displayed by tables. The survey instrument and samples of open-ended responses are appended. (JD)

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STRESS AND THE NOVA SCOTIA TEACHER

Norman H. Fergusson, Ph.D.
Executive Secretary
Nova Scotia Teachers Union

January, 1984

Cover design and artwork
by Paul McCormick

FOREWORD

The Nova Scotia Teachers Union is concerned with factors which affect the quality of teaching in the schools of Nova Scotia. Quality of teaching is affected by quality of work conditions. From this study it is clear that some items are very stressful for teachers in Nova Scotia.

Dr. Fergusson is to be commended for his efforts in preparing this study for the Union and in presenting material which should be of use not only to the Union but to School Boards, to administrators and to others who are interested in improving conditions for teaching and learning in the schools of Nova Scotia.

Many suggestions for improving the conditions may not be ones which cost a great deal of money, but nonetheless they may produce most worthwhile results. The Executive of the Union will be reviewing this study in terms of program implications, and we sincerely hope that the authorities responsible for the administration of public school education in the province will also review this study.

H. Doucette, President
Nova Scotia Teachers Union

ACKNOWLEDGEMENTS

I wish to thank first the teachers who have contributed their time and effort to this project by responding to the survey.

In addition, Dr. H. Joseph Murphy of Dalhousie University has contributed much time in helping to process the data, and Dr. William Brooks, of the Provincial Teachers College made suggestions about the inclusion of certain items.

Any project has difficulties and bugs to work out; certainly this was true for this project. Office staff provided great assistance, of course, in getting this material in shape and printed.

A profile for stress of the Nova Scotia teacher emerges from the data. Further efforts by school boards or other groups can build on the information obtained. Many successful organizational leaders have recognized the importance of quality of work programs in building greater organizational effectiveness, and no doubt those concerned with educational systems will want to review these findings in terms of implications for their programs.

Norman H. Fergusson
Executive Secretary
Nova Scotia Teachers Union

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Chapter 1

INTRODUCTION

Preliminary

In recent years stress has become the subject of many articles, books, and an increasing number of studies. It has become almost fashionable to speak or to write about stress and burnout.

Toffler (1970) predicted that many people would become subject to greater disorientation as the pace of change (social, technological, etc.) accelerated beyond the capacity of many individuals' ability to adapt easily to these changes. Of course, international tensions and economic disorders also may lead to depression, fear, anger, and irritation for many people. This psycho-biological condition, termed the disease of change by Toffler, occurred because of the lag between environmental change and the pace of human response. Brenner and Mooney (1982) charted death statistics and found that higher death rates have been associated with economic recessions and disturbances. Miller quoted Brenner that economic changes since 1940 have resulted in increases of suicide, admissions to mental hospitals, mortality (from cardiovascular causes), imprisonment, homicide, cirrhosis, and other pathological trends. In general, technological and social changes of the last half century appear to be associated with complex life styles, rising expectations and greater inner turmoil. These produce greater stress for people.

What is Stress?

Researchers, scholars and writers have developed definitions of stress and burnout. Hans Selye (1974), the most noted pioneer in the area of stress, wrote about his efforts as follows:

> Almost four decades of laboratory research on the physiological mechanisms of adaption to stress of life have convinced me that the basic principles of defense on the cellular level are largely applicable also to people and even to entire societies of man. We shall see that the diverse

> biochemical adaptive reactions used by our cells and organs are surprisingly similar, irrespective of the kind of aggressor faced. This consideration led me to conceive of "physiological stress" as a response to any type of demand made on the body. (p. 17)

As a young student in medical school Selye was impressed with similarities of some symptoms in patients having different specific diseases -- a syndrome of "just being sick". In 1931, he published his first paper indicating that the syndrome of stress could be studied independently of all specific changes. Selye (1976) noted that very different difficulties may cause people to "react with similar changes designed to adjust to the increased demands". There was a stereotyped body response.

Selye (1956) named the non-specific response to a stressor "the general adaptation syndrome" (or G.A.S.) consisting of three stages

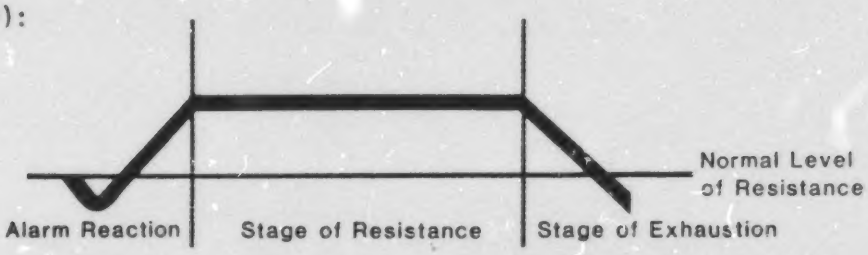
(1) the alarm reaction -- as initially the body reacts to stress;

(2) the stage of resistance -- as the body attempts to adapt to the stressor;

(3) the stage of exhaustion -- after long exposure to the same stressor, adaptation energy is eventually exhausted, the signs of the alarm reaction reappear, and the individual eventually dies. (p. 38)

Associated with the three stages are adrenal enlargement, thymic-lymphatic atrophy, and then gastro-intestinal changes (ulcers, etc.). Unlike the minor role hormones play during the initial flight or fight response, hormones "produced by the pituitary gland and the adrenal cortex dominate during prolonged stress." These can be destructive of the body, as they result in raising blood pressure and sugar, slow down production of antibodies, and eventually damage thymus and lymph glands -- the core of the body's immune system. Under continual stress the weakest link in the body will break first, resulting in such disorders as heart disease, ulcers and mental illness.

Graphically, the stages are illustrated as follows (Selye, 1956, p. 39):



Selye (1956) defined stress as the sum of all the non-specific effects of factors (normal activity, disease-producers, drugs, etc.), which can act upon the body. These agents themselves are called stressors.

Many others have studied and written about stress. Kyriacou and Sutcliffe (1978) have defined teacher stress as:

> A response syndrome of negative effects (such as anger or depression) usually accompanied by potentially pathogenic physiological changes (such as increased heart rate) resulting from aspects of the teacher's job and mediated by the perception that the demands made upon the teacher constitute a threat to his self-esteem or well-being and by coping mechanisms activated to reduce the perceived threat.

Zimring (1981) stated that "stress results from the dynamic interactions of persons and environment". Stress arises from a "misfit" between individual needs and environmental attributes. Baum, Singer, and Baum (1981) defined stress as a process in which environmental events or forces threaten an organism's existence and well-being and the organism's response to the threat.

According to Alschuler (1980), stress "occurs when individuals believe the demands from the environment are more than they can handle" (p. 7).

Beehr and Newman (1978) listed three perspectives for the study of work stress:

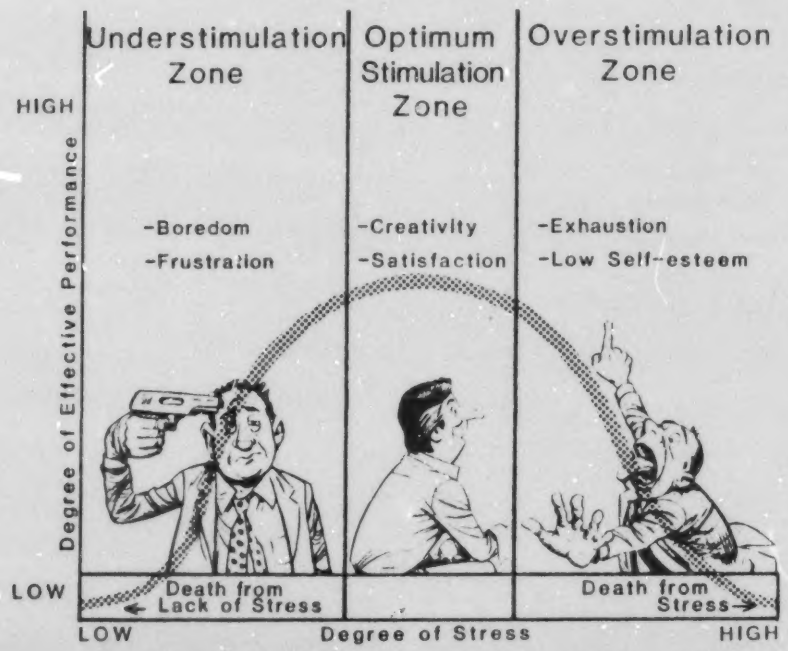
(1) individual characteristics
(2) environmental factors
(3) interaction between individuals and their work

Stress as a reaction to fear, enables the body to create extra energy to cope with fear -- through a fight or flight reaction. In caveman days this was useful. Today our physical reactions to new situations are much the same but it is usually inappropriate to fight or to run away. This results in considerable stress. Benson (1980) suggests that technological changes increase stress. Anxiety, frustration and indecision which accompany such changes can physically undermine health and increase incidents of hypertension, heart attacks, etc. Emotional factors then including the feelings of helplessness, despair and uncertainty are linked by some researchers to stress-caused disease.

As indicated from definitions above, the individual's characteristics are important. Some personalities for example appear more prone to premature heart attacks than others. Friedman and Rosenman (1974) claim to have identified a heart attack personality -- the type A personality who is always in a race against time and who must succeed.

Stress is not always bad. Selye noted that stress is also the spice of life. Gmelch (1977) suggests that moderate stress enables a person to adapt readily to change and to live very satisfying lives. The following diagram illustrates the zone of moderate stress and the zones of too little or too much stress.

Stress and Performance



While Selye would include pleasant (eustress) as well as unpleasant (distress) stressors in his definition of stress, most of the other definitions refer only to unpleasant or distressful stressors.

It is clear from an examination of the above definitions and discussion of stress that stress is a factor of both the individual's makeup and that individual's environment; and in particular, the interaction between these two factors. Since individuals' perceptions and coping mechanisms differ, the same stressors may produce different degrees of stress among different persons.

What is Burnout?

Chronic stress is likely to result in burnout. It implies "a state of persistent excess of demands over resources". Selye's stage of exhaustion could be termed the burnout stage. In citing a number of studies Schwab (1983) states that they indicate "that people involved in prolonged, constant, intensive interaction with people in an emotionally charged atmosphere are susceptible to the syndrome of burnout". Masloch and Jackson (1981) classify three separate aspects of burnout: emotional exhaustion, negative attitudes toward clients, and loss of feeling of accomplishment on the job. The Masloch Burnout Inventory has been used by a number of researchers to measure these three aspects of burnout. Selye (1978) identified warning signs of severe stress as inability to concentrate, feelings of unreality, floating anxiety or anger, depression, insomnia, headaches, hypertension, heart disease, withdrawal, etc.

After examining many studies, Cunningham (1982) concluded that there were three major areas of manifestation of stress:

(1) physical manifestations such as, headaches, dizziness peptic ulcers, cardiovascular diseases;

(2) psychological manifestations such as depression, anger, poor self concept, emotional instability; and

(3) behavioral manifestations, such as deterioration in work performance, increased detachment and autocratic behavior, increased absenteeism and turnover, and deterioration in interpersonal relationships.

Freudenberger (1977) described burnout as physical and emotional exhaustion resulting from excessive demands on energy, strength, or resources. He (1980) suggested that burnout was the result of differences between expectations and observations in the work setting, and that idealistic neophytes tended to blame themselves for these differences. Where frustration, tension, or anxiety persist or increase, stress develops into the burnout syndrome.

Bishop (1980) stated that occupations affected most by burnout attracted people "who measure success and failure largely by standards other than pay scales, profits, or status symbols". Their unrealistically high expectations of making the world a better place results in disillusionment.

A study done for the American Academy of Family Physicians suggests that the medical profession must pay greater attention to the patient's workplace and the stress it creates. Results of the study indicate that an increase of the reported number of job stress factors were associated with increased incidence of such maladies as allergies, migraine headaches, backaches, muscle aches, tension, nervousness and anxiety. There was also indication that when home problems increased so did the incidence of depression.

Spaniol and Caputo (1978) identified three levels of burnout:

(1) first degree - short-lived bouts of irritability fatigue, worry frustration

(2) second degree - same but lasts for two weeks or more

(3) third degree - longer and accompanied by physical ailments such as ulcers, chronic back pain, migraine headaches.

Chapter 2

STUDIES ON TEACHER STRESS

While there are a number of studies about teachers and stress, many of them, according to Galloway, Panckhurst and Boswell (1982) "suffer from poor methodology, a low response rate, or both." Walsh (1979) noted that "systematic research on teacher stress and burnout is scanty." In an article entitled "Teacher Burnout: Stylish Fad or Profound Problem", Cunningham (1982) reviewed many articles and studies on the topic and concluded that "teacher burnout is a real problem." From the literature, a number of structured studies are mentioned in this section.

Kyriacou and Sutcliff, England

Kyriacou and Sutcliffe (1978) carried out research in England on teacher stress in secondary schools. Their definition of stress (noted earlier) placed "emphasis on the teacher's subjective experience of his affective state, and as such in research conducted by the authors a self-reported measure of teacher stress" was used.

This study involved a selection of 16 schools (by random sample) characterized as mixed comprehensive schools with between 900 and 1,100 pupils. Twenty questionnaires were distributed randomly to teachers in each school; heads or deputy heads were excluded.

The responses returned and used amounted to 80.3 percent of questionnaires distributed. The authors found that about one-fifth of the teachers rated themselves as either very stressed or extremely stressed. The range of item responses consisted of the following categories: not at all stressful, mildly stressful, moderately stressful, very stressful, and extremely stressful. The ratings for the top 10 means are shown in Table 1:

Table 1
Ratings for Top 10 Means

Rank	Source of Stress	Mean
1	pupil's poor attitudes to work	1.965
2	trying to uphold/maintain values and standards	1.930
3	poorly motivated pupils	1.910
4	covering lessons for absent teachers	1.868
5	too much work to do	1.820
6	lack of time to spend with individual students	1.777
7	individual pupils who continually misbehave	1.738
8	pupils who show a lack of interest	1.691
9	not enough time to do the work	1.664
10	lack of time for marking	1.609

Four clusters were extracted from the 51 items used: pupil misbehaviour, poor working conditions, time pressures and poor school ethics.

Female teachers appeared to find several items regarding pupil misbehaviour greater sources of stress than male colleagues, and the latter reported greater stress for administrative and paperwork items.

New Zealand Study

Another overseas study which reported a relatively high response rate (82 percent) was the Galloway, Panckhurst and Boswell (1982) study of elementary teachers in New Zealand. A stratified random sample of schools was used. In the 40 participating schools, questionnaires were returned from 296 of the 363 teachers with fulltime class responsibility. On a "satisfaction" response the following items were most frequently rated as "fairly satisfied" or "very satisfied":

relationship with pupils
relationship with other teachers
freedom to select teaching methods
time tabling
freedom to select subject matter

Most frequently rated as "fairly dissatisfied" or "very dissatisfied" were the following items:

methods used to grade teachers for promotion
attitudes of society towards teachers
opportunities for useful in-service
available preparation time
factors used to determine salaries

Items which caused most stress at school (other than the teaching of subjects) were found to be (in order of response): inspectors' visits, class trips, parent-teacher interviews and meet the teacher evenings. Other items not directly related to school found to be most stressful were: encroachment of job demands on personal time, obtaining the next teaching position, family illness, financial worries, bereavement.

A strong negative correlation was observed between satisfaction and stress.

Chicago Study

Cichon and Koff (1980) reported on a study sponsored by the Chicago Teachers Union in 1978. In this study a Teaching Stress Events Inventory (TSE) of 36 items was developed from analyzing research on classroom teacher behaviour and from a large number of events thought common to all teachers. The weight of each event was determined by using a pilot sample. This Inventory represented a modification of the Social Readjustment Rating Scale developed by Rahe and Holmes. The common event shared by all teachers selected as a baseline indicator of stress in the Teachers Inventory was defined as the first week of school -- this was given the value of 500. On a scale of from 1 to 1,000 teachers were to rate the other events or items. The Inventory was included in a CTU newsletter mailed to its 22,448 members. These 36 event items were selected from research that analyzed classroom teacher behaviour. About 22 percent of the members returned usable questionnaires. Clearly, the relatively small percent of return makes generalization difficult.

The 10 most stressful events are listed in the following table:

Table 2

Top 10 Stressors
(Chicago Study)

Rank	Event	Mean
1	Involuntarily transferred	71.05
2	Managing disruptive children	66.13
3	Notification of unsatisfactory performance	62.67
4	Threatened with personal injury	57.52
5	Overcrowded classrooms	55.93
6	Lack of availability of books and supplies	55.93
7	Colleague assaulted in school	54.72
8	Reorganization of classes or program	54.03
9	Implementing board of education curriculum goals	52.76
10	Denial of promotion or advancement	52.45

(Baseline event is rated 50.00 in this table)

Discriminant analysis revealed no significant differences among the subgroups compared in this study. That is, regardless of sex, race, age, type of school, physical and/or mental illness, etc., teachers shared common perceptions about stress items.

Analysis of the 36 events identified four general themes or clusters of items. These were "priority concern" events, "management tension" events, "doing a good job" events, and the cluster with relatively little stress was named "pedagogical functions".

Tacoma Study

Young (1980) reported on a survey of teachers in Tacoma (Washington) where a modified form of the Chicago Teaching Events Inventory was used with the city's 1,500 teachers. This rating of the perceived stressfulness for 45 school-related events was responded to by 50 percent of the teachers. The rank order of the 10 most stressful events was almost identical with that of the Chicago study. The 10 most stressful events were listed as follows:

Table 3

Top 10 Stressors
(Tacoma Study)

Event	Rank
Involuntarily transferred	1
Notification of unsatisfactory performance	2
Colleague assaulted in school	3
Managing disruptive children	4
Disagreement with supervisor	5
Overcrowded classroom	6
Threatened with personal injury	7
Denial of promotion or advancement	8
Feeling of inability to bring about change in your building	9
Difficulty with dealing with building administration	10

Portland, Oregon Study

Catterton (1979) reported results from a 1978-79 study of teachers belonging to the Portland Federation of Teachers (Oregon). The Teaching Stress Events Inventory developed by the Chicago Teacher's Union was used. The 10 most stressful events by rank order were found to be the following:

Table 4

Top 10 Stressors
(Portland Study)

Rank	Event	Mean
1	Involuntarily transferred	745.5
2	Notification of unsatisfactory performance	708.1
3	Threatened with personal injury	657.9
4	Managing disruptive children	652.2
5	Preparing for a strike	640.8
6	Denial of promotion or advancement	628.4
7	Overcrowded classrooms	626.7
8	Colleague assaulted in school	600.6
9	Disagreement with supervisor	570.7
10	Target of verbal abuse by students	554.4

Further analysis revealed that the events clustered around the same four themes found in the Chicago study: (1) priority concerns, (2) management tension, (3) doing a good job, and (4) pedagogical functions. Priority concerns related to violence and student discipline in schools. Management tension represent management decisions over which teachers had little control such as involuntary transfer, overcrowded classroom, notice of unsatisfactory performance, etc. The "doing a good job" cluster relate to professional responsibilities such as maintaining self-control when angry, and teaching below-average students. Pedagogical functions include teacher-parent conferences, dealing with bilingual students, discussion of childrens' problems with parents, evaluating students, etc.

Generally, the report concluded that there were no significant differences found by sex, age or any other characteristic. However, several individual events were noted with significant differences:

> 27.7 percent of older teachers, ages 51-65, scored 'threatened with personal injury' as a low stress event, compared with 20.5 percent for all teachers.
>
> 28.2 percent of teachers age 51-65 scored 'denial of promotion or advancement' as a low stress event compared with 20.8 percent for all teachers.
>
> 27.1 percent of teachers, age 51-65, scored 'disagreement with supervisor' as a low stress event compared with 27.0 percent for all teachers.
>
> 29.0 percent of teachers, less than age 30, scored 'target of verbal abuse by students' as a low stress event compared with 31.5 percent for all teachers.

New York Study

In 1979, the New York State United Teachers sampled its membership regarding the causes of stress. Teachers were asked to rate on a scale of from 1 to 5 the relative degree of stress caused by each of the 47 events. The top 10 items were as follows:

Table 5

Top 10 Stressors
(New York Study)

Rank	Item	Score
1	Managing "disruptive" children	3.9
2	Incompetent administration - lack of administrative support	3.7
3	Maintaining self-control when angry	3.3
4	Overcrowded classroom	3.2
5	First week of school	3.1
6	Disagreeing with supervisor	3.1
7	Dealing with community racial issues	3.1
8	Preparing for a strike	3.1
9	Target of abuse by students	3.0
10	Theft and destruction of teacher property	3.0

Urban area elementary and high school teachers reported higher stress than their rural or suburban counterparts. The age group under greatest stress appeared to be the 31-40 year old group. The 41-50 group reported about half as many stressful items, and the over 50 group reported even fewer items. There were few differences noted by sex: men reported more stress from verbal abuse by students and from theft or destruction of property. These items correlated also with middle school and high school teachers reporting greater theft and verbal abuse and there were more men in the upper grades. Women reported more stress from the first week in school items, and disagreeing with a supervisor which correlate with findings from elementary teachers.

Midwest Study

Dedrick, Hawkes and Smith (1981) surveyed a k-12 faculty of a middle size midwestern community school sytem in the U.S.A. Administrators were excluded from the survey. Part of the survey instrument was the ranking of 11 items identified by the researchers as being sources of stress. The authors, however, do not give the percentage of responses. The highest five items were ranked as follows:

Table 6

Top 5 Stressors
(Midwest Study)

Item	Rank
Disruptive students	1
Lack of time	2
Student apathy	3
Non-teaching duties	4
Financial pressure	5

The five top open-ended responses to three concerns are noted as follows:

List three things about your job that you like:

(1) Working with students
(2) Colleagues
(3) Summer vacation
(4) Student progress
(5) Working hours

List three things about your job that you don't like:

(1) Paperwork
(2) Administration
(3) Non-teaching duties
(4) Low pay
(5) Parents/community

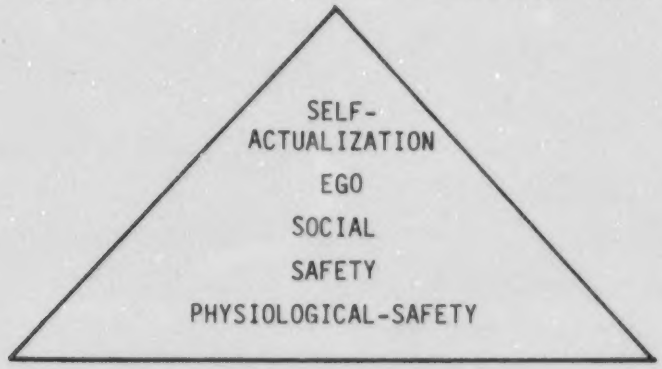
If you could change anything about the school environment you work in, what would it be?

(1) Reduce paperwork
(2) Stricter and consistent discipline
(3) More teacher input
(4) Reduce class size
(5) Administrators who are organized and don't spring things on you

Concepts Concerning Growth, Motivation and Life-cycle

Three well known works are mentioned here to provide background concepts related to growth, motivation and satisfaction.

Maslow's (1954) theory of human growth defines a hierarchy of basic needs. His hierarchy of needs is illustrated below:



The physiological needs (such as air, food, shelter, safety) are at the bottom of the diagram. According to Maslow as long as the "lower order" needs are not satisfied, the person's focus of attention will be on them; but if lower order needs are satisfied then higher order needs can be concentrated upon. There is then a progression toward the highest level need which he termed self-actualization. Actualizing means the development of one's full potential as a human being.

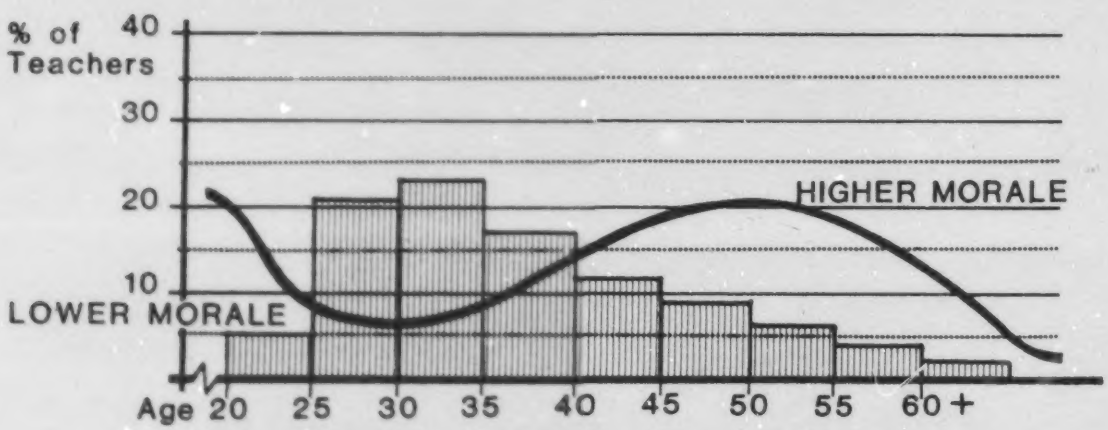
Herzberg's (1959; 1966) conceptual framework consists of two factors: intrinsic factors of satisfaction and extrinsic factors of dissatisfaction. He defined a dichotomy with such intrinsic factors as achievement, recognition, the work itself, responsibility and advancement, on one continuum; and separate from extrinsic factors such as company policy, salary, security of tenure, relationship with superordinates and subordinates (generally working conditions). Herzberg termed the intrinsic factors "motivators" and the extrinsic factors "hygienes". Holdaway (1978) states that Herzberg-type studies seem to support the notion that students and administrators are primary sources for teachers to attain achievement and recognition.

Hygienes must be present to prevent dissatisfaction but in themselves cannot give satisfaction which occurs when motivators are present. Many studies have been done using Herzberg's work, often they provide support for his theory. It is not difficult to note some relationship between Maslow's self-actualization and Herzberg's intrinsic factors as motivators.

In 1978 Estes and Wilensky published an article entitled "Life Cycle Squeeze and the Morale Curve". The thesis of the article is that there are significant periods in one's life of low morale and dissatisfaction with life and work: Young people begin careers on an optimistic and positive note, they then assume responsibility for home and family and develop a growing demand for economic security and job advancement -- which demand causes a life cycle squeeze resulting in a decline in morale, later when children leave home and financial problems have eased the morale curve rises, and does not fall again until reduced income, loneliness etc. may bring morale down.

The following chart is taken from an article by Geraldine Channon-Gilliss published in CTF Link.

Age Distribution of Canadian Teachers (excluding Quebec) with Hypothetical Morale Curve Superimposed



Chapter 3

METHODOLOGY

Questionnaire

Items in part were selected from studies on stress noted in the literature. From discussion with Dr. William Brooks of the Provincial Teachers College in Truro, a number of items were added concerning the respondent's well-being. The instrument then was used at meetings with several school staffs and Local executives. These meetings resulted in some additions to, and alterations in, items on the survey.

The first 66 items were items measured by a range including "not applicable", "not stressful", "mildly stressful", "stressful", and "very stressful". The 66 items were divided into groups: "parents and community", "student related", "teaching area", "working conditions" and "administration". These items were categorized in groups: parents and community, student related, teaching area, working conditions and administration. Below each of these groupings there was room for "comments". One item was included twice but under different groups.

Items 67 to 72, inclusive, dealt with personal information concerning illness and well-being.

Five open-ended statements asked for five items which gave the most satisfaction as a teacher, the least satisfaction as a teacher, most stressful non-school items, most satisfactory non-school items; and changes the respondent would like to see in working conditions (no specific number requested).

Finally, the survey instrument was concerned with biographical data regarding sex, experience, license category, type of school, class size, number of teachers in school, and administrative role or not.

A copy of the instrument mailed is shown in Appendix A.

Sample

A list of the teacher population in Nova Scotia (which includes administrators) was used to select persons to whom a questionnaire was mailed. Of the more than 11,000 persons on the list a systematic sample was selected consisting of every 25th person -- which on a random sample represents a confidence level of 95 percent. Two follow-up letters were sent. A total of 406 usable questionnaires were returned representing 85 percent of the sample, which is a very high return rate for this type of sampling. Because of the relatively high percentage return and because of randomization of selection, it is assumed that the findings are representative of the total population. Care would need to be taken, however, in generalizing about smaller sub-groups.

The order of "mean" score of the first 66 items are listed in Appendix B. Scores were calculated by assigning numbers 0 to 4, respectively, to the "not applicable", "not stressful", "mildly stressful", "stressful" and "very stressful" categories.

Frequency scores, percentage means and standard deviation for the first 66 structured items were determined for the remaining items.

In dealing with open-ended responses, a sample of returned questionnaires was taken and categories developed. A list of some actual responses for these categories is given in Appendix C.

Differences

Anova differences ($p \leq .05$) indicating that there was a 5 percent or less likelihood of events happening by chance were obtained for the structured items, and these are noted in the study. A combination of stressful and very stressful percentages for subgroups are used for comparison purposes.

Differences among subgroups also are noted in the non-structured categories of responses.

Characteristics of Respondents

Of the 406 respondents 219 were female and 180 were male, the other 7 respondents did not reply to that particular question. There

were 89 administrators and 317 regular classroom teachers. The figures for all the variables are outlined in Table 7.

Table 7
Possible N for Variables

Sex:					
Male		Female			
180		219			
Administrative Role:					
Administrative		Non-Administrative			
89		317			
Years of Experience:					
0-10	11-15	16-20	20-25	Over 25	
139	116	55	44	52	
License Level:					
TC3	TC4	TC5	TC6	TC7	TC8
21	28	157	125	60	12
Type of School:					
Urban		Rural		Vocational	
199		181		22	
Number of Teachers in School:					
0-9	10-20	21-30	31-40	Over 40	
32	121	91	58	98	
Class Size:					
5-10	11-15	16-20	21-25	Over 25	
23	24	55	124	133	

On page 20, Table 8 outlines the responses which deal with the respondents' physical well being.

Table 8

Respondents' Perceptions
of their Physical Well Being

Does teaching contribute to any physical ailment or illness you may have?

	Never	Seldom	Sometimes	Often	Very Often	Total
No.	161	105	100	23	9	398
(%)	(41)	(26)	(25)	(6)	(2)	(100)

Does your home life contribute to any physical ailment or illness you may have?

	Never	Seldom	Sometimes	Often	Very Often	Total
No.	230	106	59	3	0	398
(%)	(57)	(27)	(15)	(1)	(0)	(100)

What is your perception of your physical well being?

	Very Unwell	Unwell	Average	Well	Very Well	Total
No.	7	13	119	127	135	401
(%)	(2)	(3)	(30)	(32)	(33)	(100)

How many days did you miss last year because of illness?

	0-5	6-10	11-15	16-20	Over 20	Total
No.	302	57	19	5	14	397
(%)	(76)	(14)	(5)	(1)	(4)	(100)

Have you had your blood pressure checked in the past year?

	No	Yes	Total
No.	103	301	404
(%)	(25)	(75)	(100)

Have you been diagnosed as having high blood pressure?

	No	Yes	Total
No.	361	40	401
(%)	(90)	(10)	(100)

Chapter 4

FINDINGS FROM STRUCTURED RESPONSES

On the following page, Table 9 provides the means, standard deviation and number of cases for responses for each of the 20 most stressful items.

The most significant stressful item was "disruptive students". More than one-quarter of the respondents indicated that this was a "very stressful" item, and an additional 35% noted that this item was "stressful".

Four of the first five items with the highest means deal with students. Disruption caused by students, lack of time to spend with individual students, attitudes of students, and non-acceptance of teachers' authority by students, are all factors which appear to be highly stressful. The threat of cutback factor is understandably high on the list, and probably would have been higher if the survey were taken in the spring of 1983 rather than the fall of 1982. Administrative matters including large class size, too much paperwork, split classes, lack of time for planning and preparation, and concern about being transferred are factors which tend to cause stress.

The items with highest mean scores from 11 to 20 inclusive deal with such in-school matters as maintaining class discipline, teaching below average students, inadequate school discipline policy, lack of resources, lack of administrative support, a lack of agreement on minimum standards, disagreement with supervisor, and notification of unsatisfactory performance. Media comments about teachers or education is also a high scorer on the stressful items list.

The data were analyzed in an attempt to obtain factors or clusters of items. No groupings were readily apparent and further analysis will be conducted later.

Table 9

Items Having the 20 Highest Mean Scores

Rank	Item Number	Item	Means	Standard Deviation	Missing Cases
1	10	Disruptive students	2.830	0.898	17
2	12	Lack of time to spend with individual students	2.585	0.934	20
3	45	Threat of cut-back situation	2.493	1.078	25
4	11	Attitude of students towards learning	2.483	0.872	13
5	13	Students non-acceptance of teacher's authority	2.481	0.977	44
6	36	Size of classes too large	2.275	1.050	90
7	34	Too much paperwork	2.144	0.958	32
8	42	Teaching split classes	2.144	1.104	246
9	31	Lack of time for preparation and planning	2.125	0.924	29
10	44	Concern about being involuntarily transferred	2.118	1.144	76
11	54	Teaching split classes	2.114	1.106	248
12	14	Maintaining class discipline	2.072	0.860	30
13	15	Teaching "below average" students	2.069	0.958	30
14	57	Inadequate discipline policy within school	2.052	1.060	81
15	7	Media comments about teachers or education	2.000	0.842	10
16	35	Inadequate resources and materials	1.994	0.936	60
17	58	Lack of agreement on minimum standards in school	1.976	1.011	67
18	55	Lack of administrative support	1.972	1.077	87
19	63	Disagreement with supervisor	1.954	1.083	143
20	61	Notification of unsatisfactory performance	1.947	1.082	162

The items having the 13 lowest mean scores (least stressful) and their standard deviations are listed in ascending order in Table 10. These items have a mean score of less than 1.5.

Table 10

Items Having the 15 Lowest Mean Scores

Rank	Item No.	Item	Means	S.D.
66	19	Relationship with students	1.272	0.532
65	48	Salary received	1.289	0.637
64	28	Relationship with other teachers	1.293	0.576
63	26	Freedom to select teaching methods	1.315	0.626
62	43	Relationship with other teachers in school	1.316	0.622
61	40	Satisfaction with teaching assignments	1.376	0.699
60	8	Too much parental participation in school matters	1.387	0.720
59	32	Inadequate supervision of my teaching by administrators	1.388	0.723
58	29	Required attendance at inservice meetings	1.394	0.795
57	20	Threatened with personal injury	1.409	0.868
56	27	Developing daily lesson plans	1.423	0.650
55	47	The number of teaching hours per week	1.435	0.742
54	65	Relationship with school administrators	1.463	0.783

On the not very stressful end of the structured items are such things as relationships with students, with other teachers, and with school administrators; salary; and freedom to select teaching methods. Few teachers indicate that they are much stressed about their teaching assignments, parental participation, attendance at inservices, threats of personal injury, daily lesson plans, or teaching hours.

Cross-Tabulations
(Structured Items)

Responses by subgroup of teachers are placed in tables for items having Anova significance ($p \leq .05$), or the likelihood that the difference happened by chance is only 5 or less out of 100. These appear in the following order: number of teachers in a school (i.e., size of school), sex of respondent, license category of respondent, years of experience of respondent, type of school (urban, rural, vocational), administrative/non-administrative, and class size. The anova significance is first listed, then a list of stressful and very stressful responses (and percentages) for these items, and finally a table combining the percentages of stressful and very stressful responses to observe major differences. The graphs in this section number items according their mean rank order, not the item number.

By Number of Teachers in School

Table 11

Anova Significance
by Number of Teachers in School

Rank	Item No.	Item	F Sig.
1	10	Disruptive Students	.035
2	12	Lack of time to spend with individual students	.002
8	42	Teaching split classes	.001
11	54	Teaching split classes	.001
21	60	Maintaining records and paperwork	.042
27	16	Evaluating student performance	.025
32	23	Sense of achievement in teaching	.007
41	33	Too much time spent on meetings	.001
50	41	Inadequate information about teahcing materials	.035
58	29	Required attendance at inservice meetings	.020
63	26	Freedom to select teaching methods	.010

Table 12

Stressful and Very Stressful Responses by Number of Teachers in School

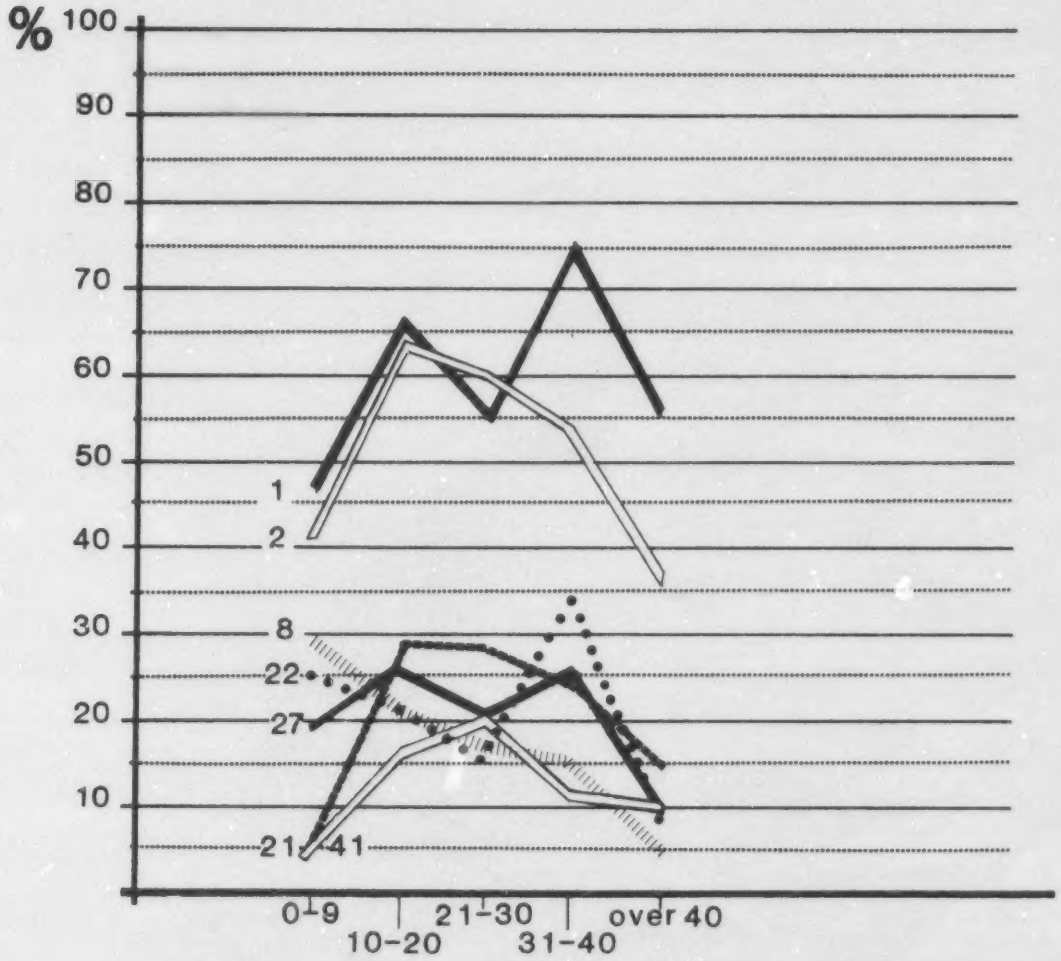
Mean Rank	Item No.	Item	No. of Teachers	Stressful No.	Stressful (%)	Very Stressful No.	Very Stressful (%)	Total No.	Total (%)
1	10	Disruptive students	0-9	5	(16)	10	(31)	15	(47)
			10-20	44	(36)	38	(31)	82	(67)
			21-30	27	(30)	23	(25)	50	(55)
			31-40	27	(47)	16	(28)	43	(75)
			Over 40	39	(40)	16	(16)	55	(56)
				142		103		245	
2	12	Lack of time to spend with individual students	0-9	7	(22)	6	(19)	13	(41)
			10-20	53	(44)	23	(19)	76	(63)
			21-30	28	(31)	26	(29)	54	(60)
			31-40	25	(43)	6	(10)	31	(53)
			Over 40	28	(29)	7	(7)	35	(36)
				141		68		209	
8	42	Teaching split classes	0-9	6	(19)	3	(9)	9	(28)
			10-20	12	(10)	13	(11)	25	(21)
			21-30	9	(10)	6	(7)	15	(17)
			31-40	7	(12)	2	(3)	9	(15)
			Over 40	4	(4)	0	(0)	4	(4)
				38		24		62	
11	54	Teaching split classes	0-9	3	(9)	4	(13)	7	(22)
			10-20	12	(10)	12	(10)	24	(20)
			21-30	6	(7)	7	(8)	13	(15)
			31-40	6	(11)	2	(4)	8	(15)
			Over 40	4	(4)	0	(0)	4	(4)
				31		25		56	
21	60	Maintaining records and paperwork	0-9	1	(3)	0	(0)	1	(3)
			10-20	28	(23)	6	(5)	34	(28)
			21-30	10	(11)	14	(16)	24	(27)
			31-40	12	(21)	2	(3)	14	(24)
			Over 40	9	(9)	6	(6)	15	(15)
				60		28		88	

Table 12 (continued)

Mean Rank	Item No.	Item	No. of Teachers	Stressful No.	Stressful (%)	Very Stressful No.	Very Stressful (%)	Total No.	Total (%)
32	23	Sense of achievement in teaching	0-9	8	(25)	0	(0)	8	(25)
			10-20	20	(17)	5	(4)	25	(21)
			21-30	10	(12)	3	(3)	13	(15)
			31-40	15	(26)	4	(7)	19	(33)
			Over 40	8	(8)	1	(1)	9	(9)
				61		13		74	
50	41	Inadequate information about teaching materials	0-9	2	(6)	1	(3)	3	(9)
			10-20	11	(9)	2	(2)	13	(11)
			21-30	5	(6)	2	(2)	7	(8)
			31-40	6	(11)	2	(4)	8	(15)
			Over 40	3	(3)	1	(1)	4	(4)
				27		8		35	
27	16	Evaluating student performance	0-9	5	(16)	1	(3)	6	(19)
			10-20	25	(21)	6	(5)	31	(26)
			21-30	11	(12)	8	(9)	19	(21)
			31-40	13	(22)	2	(3)	15	(25)
			Over 40	8	(8)	2	(2)	10	(10)
				62		19		81	
58	29	Required attendance at inservice meetings	0-9	0	(0)	1	(3)	6	(19)
			10-20	5	(4)	7	(6)	12	(10)
			21-30	2	(2)	9	(10)	11	(12)
			31-40	1	(2)	3	(5)	4	(7)
			Over 40	7	(7)	1	(1)	8	(8)
				15		20		35	
41	33	Too much time spent on meetings	0-9	1	(3)	0	(0)	1	(3)
			10-20	11	(9)	8	(7)	19	(16)
			21-30	8	(9)	10	(11)	18	(20)
			31-40	3	(5)	4	(7)	7	(12)
			Over 40	8	(8)	2	(2)	10	(20)
				31		24		55	
61	26	Freedom to select teaching methods	0-9	2	(6)	0	(0)	2	(6)
			10-20	11	(9)	1	(1)	12	(10)
			21-30	6	(7)	1	(1)	7	(8)
			31-40	1	(2)	9	(0)	1	(2)
			Over 40	3	(3)	1	(1)	4	(4)
				23		3		26	

Some Differences by Number of Teachers in School

(Percentage Combining Stressful and Very Stressful)



1. Disruptive students
2. Lack of time to spend with individual students
8. Teaching split classes
22. Sense of schievement in teaching
21. Maintaining records and paperwork
27. Evaluating student performance
41. Too much time spent on meetings

Table 13

Combining Stressful and Very Stressful Responses
by Number of Teachers in School

Mean Rank	Item No.	Item	0-9	10-20	21-30	31-40	Over 40	Max. Diff.
1	10	Disruptive students	47	67	55	75	56	28
2	12	Lack of time to spend with individual students	41	63	60	53	36	27
8	42	Teaching split classes	28	21	17	15	4	24
11	54	Teaching split classes	22	20	15	15	4	18
21	60	Maintaining records and paperwork	3	28	27	24	15	25
27	16	Evaluating student performance	19	26	21	25	10	16
32	23	Sense of achievement in teaching	25	21	15	33	9	24
41	33	Too much time spent on meetings	3	16	20	12	10	17
50	41	Inadequate information about teaching materials	9	11	8	15	4	11
58	29	Required attendance at inservice meetings	0	10	12	7	8	12
61	25	Freedom to select teaching methods	6	10	8	2	4	8

The number of teachers in school of course defines the size of school. In the largest schools, teaching split classes was less of a stressful factor than in smaller schools, as was a sense of achievement, evaluating student performance and inadequate information about materials. In the smallest schools, maintaining records and paperwork was less stress producing than in larger schools, as were the items too much time in meetings, required inservice attendance, and disruptive students. Both schools with over 40 teachers, and schools with under 10 teachers were lower on item lack of time to spend with individual students than were teachers in other schools. While this would be expected for the smallest size schools, it might not be for the largest sized schools. It is perhaps surprising also that teachers in 0-9 size schools scored relatively high on stress about sense of achievement in comparison with other schools (except 31-40 size).

By Sex of Teacher

Table 14

Anova Significance
by Sex of Teacher

Rank	Item No.	Item	F Sig.
1	10	Disruptive students	.030
2	12	Lack of time to spend with individual students	.001
3	45	Threat of cutback situation	.002
7	34	Too much paperwork	.009
9	31	Lack of time for planning and preparation	.001
22	3	Talking to parents about students problems	.018
23	17	Lack of availability of diagnostic services	.025
24	4	Attitudes of parents towards teachers	.048
27	16	Evaluating student performance	.002
33	64	Classroom observations by administrators	.001
35	37	Physical condition of classroom and building	.039
39	59	Methods used in teacher promotion	.009
50	41	Inadequate information about teaching materials	.012
56	27	Developing daily lesson plans	.029
63	26	Freedom to select teaching methods	.009
65	48	Salary received	.017
	70	Sick days last year	.032

Table 15

Stressful and Very Stressful Responses by Sex of Teacher

Mean Rank	Item No.	Item	Sex	Stressful No.	Stressful (%)	Very Stressful No.	Very Stressful (%)	Total No.	Total (%)
1	10	Disruntive Students	male	64	(37)	36	(21)	100	(58)
			female	75	(36)	66	(31)	141	(67)
				139		102		241	
2	12	Lack of time to spend with individual students	male	61	(36)	11	(7)	72	(43)
			female	81	(38)	57	(27)	138	(65)
				142		68		210	
3	45	Threat of cutback situation	male	31	18)	32	(19)	63	(37)
			female	49	(24)	60	(29)	109	(53)
				80		92		172	
7	34	Too much paperwork	male	30	(18)	13	(8)	43	(26)
			female	48	(23)	28	(14)	76	(37)
				78		41		119	
9	31	Lack of time for preparation and planning	male	29	(18)	9	(5)	38	(23)
			female	58	(28)	24	(12)	82	(40)
				87		33		120	
22	3	Talking to parents about students problems	male	26	(15)	5	(3)	31	(18)
			female	35	(17)	12	(6)	47	(23)
				61		17		78	
23	17	Lack of availability of diagnostic services	male	16	(11)	6	(4)	22	(15)
			female	45	(26)	11	(6)	56	(32)
				61		17		78	
24	4	Attitudes of parents towards teachers	male	27	(16)	5	(3)	32	(19)
			female	37	(18)	12	(6)	49	(24)
				64		17		81	
33	64	Classroom observations by administrators	male	24	(16)	5	(3)	29	(19)
			female	30	(14)	22	(11)	52	(25)
				54		27		81	

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Table 15 (continued)

Mean Rank	Item No.	Item	Sex	Stressful No.	Stressful (%)	Very Stressful No.	Very Stressful (%)	Total No.	Total (%)
35	37	Physical condition of classroom and building	male	18	(12)	6	(4)	24	(16)
			female	29	(16)	16	(9)	45	(25)
				47		22		69	
27	16	Evaluating student performance	male	23	(13)	2	(1)	25	(14)
			female	40	(19)	17	(8)	57	(27)
				63		19		82	
39	59	Methods used in teacher promotion	male	24	(16)	12	(8)	36	(24)
			female	17	(10)	10	(6)	27	(16)
				41		22		63	
50	41	Inadequate information about teaching materials	male	6	(4)	1	(1)	7	(5)
			female	19	(11)	7	(4)	26	(15)
				25		8		33	
56	27	Developing daily lesson plans	male	10	(6)	1	(1)	11	(7)
			female	15	(7)	2	(1)	17	(8)
				25		3		28	
61	26	Freedom to select teaching methods	male	9	(6)	1	(1)	10	(7)
			female	14	(7)	2	(1)	16	(8)
				23		3		26	
65	48	Salary received	male	10	(6)	5	(3)	15	(9)
			female	8	(4)	2	(1)	10	(5)
				18		7		25	

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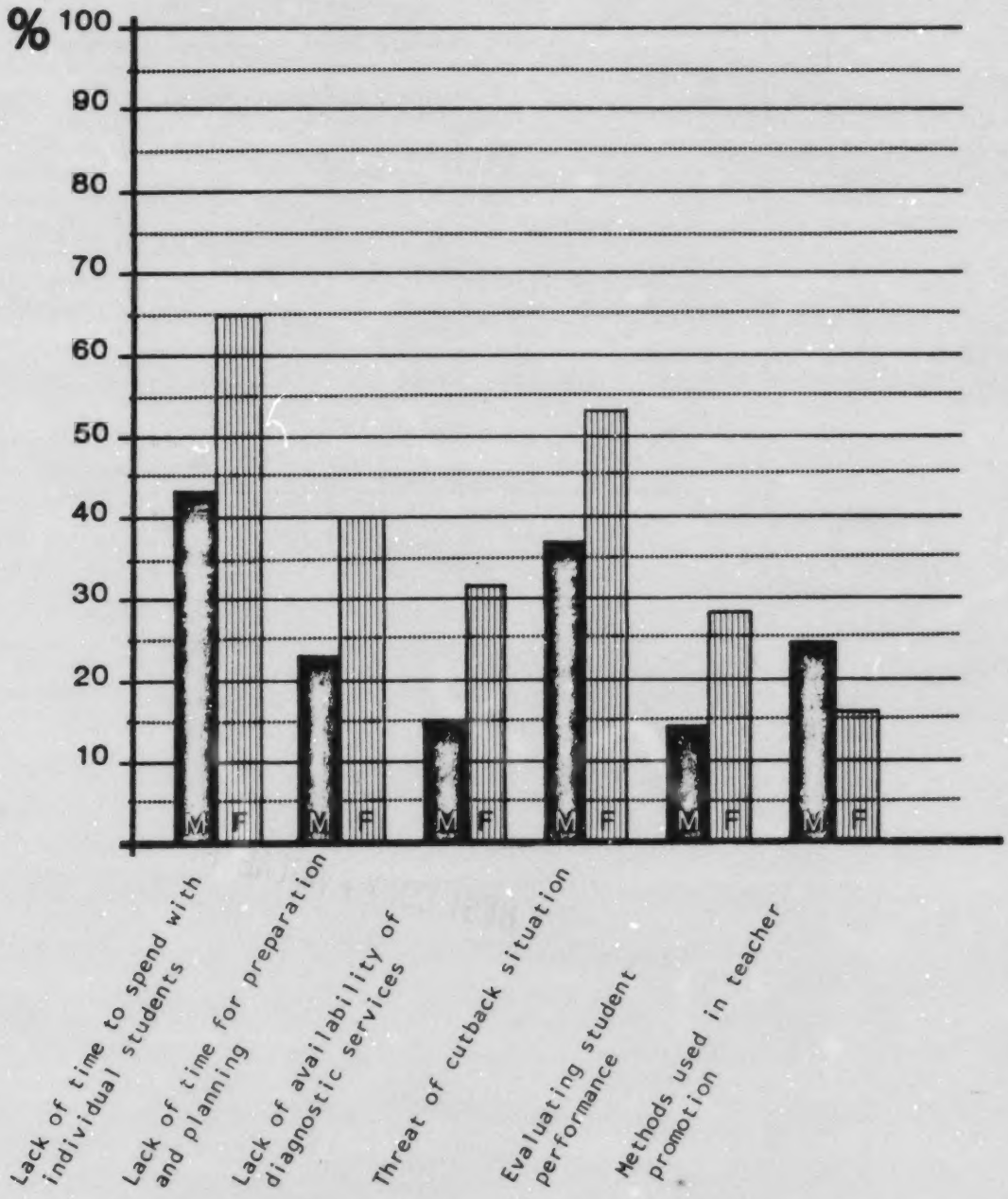
Some Differences by Sex

(Percentage Combining Stressful and Very Stressful)



Differences by sex for the above items are examined by combining stressful and very stressful percentage responses in the following table:

Table 16

Combining Stressful and Very Stressful Responses
By Sex of Teacher

Mean Rank	Item No.	Item	Male	Female
1	10	Disruptive students	58	67
2	12	Lack of time to spend with individual students	43	65
3	45	Threat of cutback situation	37	53
7	34	Too much paperwork	26	37
9	31	Lack of time for preparation and planning	23	40
22	3	Talking to parents about student problems	18	23
23	17	Lack of availability of diagnostic services	15	32
24	4	Attitudes of parents towards teachers	19	24
27	16	Evaluating student performance	14	27
33	64	Classroom observations by administrators	19	25
35	37	Physical condition classroom and building	16	25
39	59	Methods used in teacher promotion	24	16
50	41	Inadequate information about teaching materials	5	15
56	27	Developing daily lesson plans	11	17
63	26	Freedom to select teaching methods	10	16
65	48	Salary received	15	10

From an examination of the significant differences in the above table, it is noted that the percentage of male teachers reporting stress was greater than the percentage for female teachers in only two of the items: methods used in teacher promotion, and salary received. Items relating to students including disruptive students, lack of time for students, talking to parents about students, and evaluating students were more stressful for female teachers. Administrative matters such as paperwork, lack of diagnostic services, physical condition of classroom, information about teaching materials, daily lesson plans, freedom to select teaching methods also were reported by a higher percentage of female teachers as stressful or very stressful. Items concerned with time had the greatest differences in percentage between male and female teachers: lack of time with individual students, and lack of time for planning and preparation. Female teachers were more likely also to find the threat of cutback, the lack of diagnostic services, inadequate information about teaching materials, and parental attitude more stressful.

From the previous table very stressful percentages in regard to sex might be indicators of burnout potential. The highest very stressful percentages for male and female teachers (using 7% or greater) follow:

Table 17

Highest Very Stressful Percentages for Males

Mean Rank	Item No.	Item	Percentage
1	10	Disruptive students	21%
3	45	Threat of cutback situation	19%
7	34	Too much paperwork	8%
39	59	Methods used in teacher promotion	8%
2	12	Lack of time for individual students	7%

Table 18

Highest Very Stressful Percentages for Females

Mean Rank	Item No.	Item	Percentage
1	10	Disruptive students	31%
3	45	Threat of cutback situation	29%
2	12	Lack of time for individual students	27%
7	34	Too much paperwork	14%
9	31	Lack of time for preparation and planning	12%
33	64	Classroom observations by administrators	11%
35	37	Physical condition of classroom and building	9%
27	16	Evaluating student performance	8%

By License Category

Only three items showed a significant difference ($p \leq .05$) by license of teacher.

Table 19

Anova Significance
by License Category

Mean Rank	Item No.	Item	F Sig.
25	2	Attitude of society towards teachers	.047
33	64	Classroom observations by administrators	.018
48	49	Time spent in non-teaching duties per week	.001

Stressful and very stressful responses for these items are shown in the following table.

Table 20

Stressful and Very Stressful Responses
by License Category

Mean Rank	Item No.		License Category	Stressful No.	Stressful (%)	Very Stressful No.	Very Stressful (%)	Total No.	Total (%)
25	2	Attitude of society towards teachers	TC3	5	(25)	0	(0)	5	(25)
			TC4	2	(8)	1	(4)	3	(12)
			TC5	31	(20)	4	(3)	7	(23)
			TC6	22	(18)	3	(3)	25	(21)
			TC7	9	(15)	4	(7)	13	(22)
				69		12		81	
33	64	Classroom observations by administrators	TC3	2	(10)	0	(0)	2	(10)
			TC4	1	(4)	6	(22)	7	(26)
			TC5	22	(14)	13	(9)	35	(23)
			TC6	21	(19)	7	(6)	28	(25)
			TC7	7	(14)	1	(2)	8	(16)
				53		27		80	
48	49	Time spent in non-teaching duties per week	TC3	1	(5)	2	(10)	3	(15)
			TC4	0	(0)	1	(4)	1	(4)
			TC5	20	(13)	8	(5)	28	(18)
			TC6	16	(14)	9	(8)	25	(22)
			TC7	3	(6)	1	(2)	4	(8)
				40		21		61	

The numbers in each category differed considerably with smaller numbers of teachers in the TC3, TC4, and TC8 categories.

Table 21

Combining Stressful and Very Stressful Responses
by License Category

Mean Rank	Item No.	Item	TC3	TC4	TC5	TC6	TC7	Max. Diff.
25	2	Attitude of society towards teachers	25	12	23	21	22	13
33	64	Classroom observations by administrators	10	26	23	25	16	16
48	49	Time spent in non-teaching duties per week	5	4	18	22	8	18

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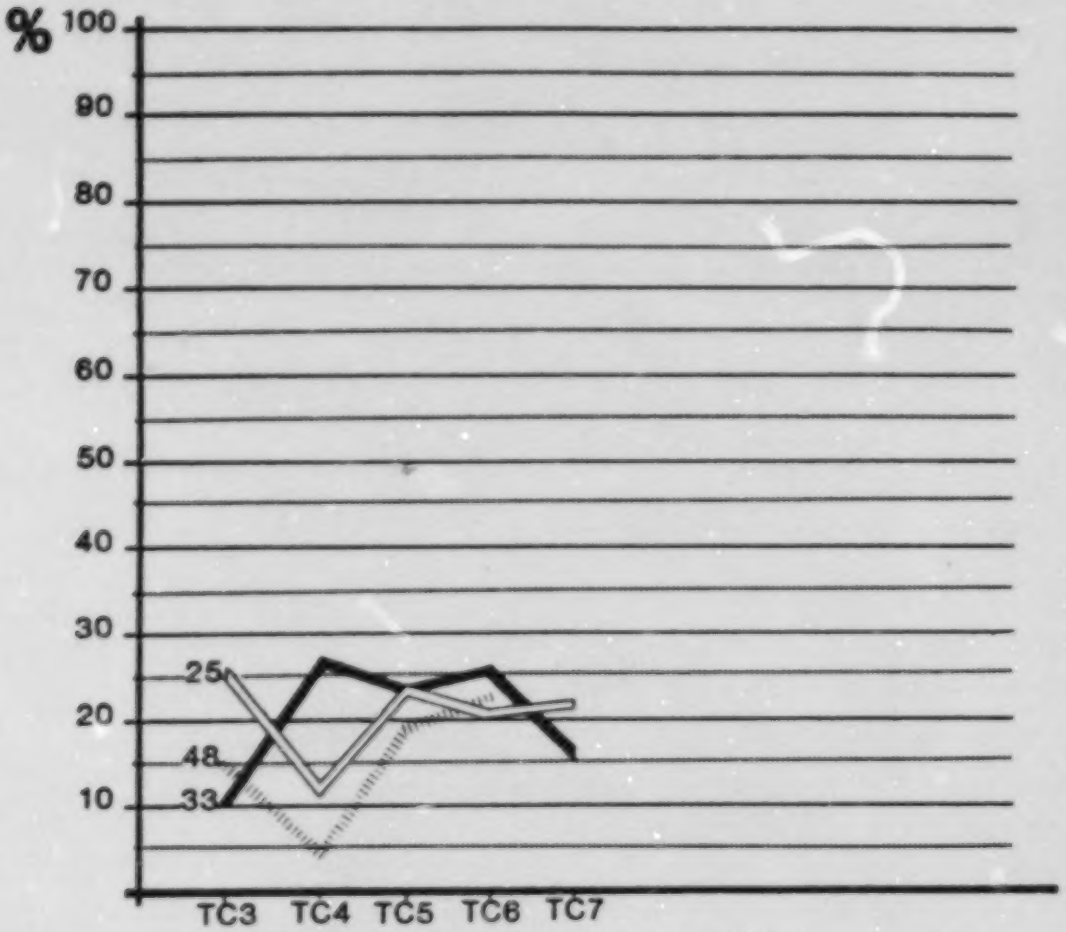
Some Differences by License Category

(Percentage Combining Stressful and Very Stressful)



25. Attitude of society towards teachers
33. Classroom observations by administrators
48. Time spent in non-teaching duties per week

By Years of Experience

The seven items of significance (Anova $p \leq .05$) across years of experience follow:

Table 22

Anova Significance
by Years of Experience

Mean Rank	Item No.	Item	F Sig.
1	10	Disruptive students	.003
3	45	Threat of cutback situation	.008
12	14	Maintaining class discipline	.009
14	57	Inadequate discipline policy within school	.032
33	64	Classroom observations by administrators	.010
42	25	Your overall level of satisfaction with teaching	.048
64	28	Relationships with other teachers	.049

Differences in response for these seven items are examined in Table 23 by number of responses and percentage of subgroup, for stressful and very stressful categories.

For the experience group 0-10, 64 percent of all respondents in this group found disruptive students to be stressful or very stressful. Those teachers with 15 or less years of experience had a higher percentage response than for teachers with more than 15 years experience. This indicates that while a relatively large percentage of teachers found this item to be stressful, younger teachers found this item more stressful.

As might be expected, teachers with less seniority noted a greater percentage response regarding stress about the cutback situation. And this survey was done before spring of 83 when there were problems in several areas of the province. The percentages are high in all the experience groups noted but less high in the groups with more experience.

From the following tables it appears that the most experienced teachers were less stressed about class discipline than less experienced teachers. Teachers in the 0-10 experience group recorded the highest percentage response in the stressful and very stressful categories.

As noted from the previous item the more experienced teachers reported fewer cases of stress on the inadequate discipline policy item. The 11-16 group had the highest percentage response.

Table 23

Stressful and Very Stressful Responses
by Years of Experience

				Stressful		Very Stressful		Total	
Mean Rank	Item No.	Item	Years of Experience	No.	(%)	No.	(%)	No.	(%)
1	10	Disruptive students	0-10	50	(36)	39	(28)	89	(64)
			11-15	48	(41)	30	(26)	78	(67)
			16-20	17	(31)	9	(16)	26	(47)
			Over 20	28	(29)	25	(26)	53	(54)
				143		103		246	
3	45	Threat of cutback situation	0-10	33	(24)	40	(29)	73	(53)
			11-15	24	(21)	21	(19)	45	(66)
			16-20	11	(20)	10	(18)	21	(41)
			Over 20	14	(15)	22	(23)	36	(38)
				82		93		175	
12	14	Maintaining class discipline	0-10	32	(23)	9	(7)	41	(30)
			11-15	23	(20)	7	(6)	30	(26)
			16-20	11	(20)	2	(4)	13	(24)
			Over 20	12	(13)	7	(7)	19	(20)
				78		25		103	
14	57	Inadequate discipline policy within school	0-10	18	(13)	17	(12)	35	(25)
			11-15	20	(17)	18	(16)	38	(33)
			16-20	3	(6)	7	(13)	10	(19)
			Over 20	6	(7)	6	(7)	12	(14)
				47		48		95	
33	64	Classroom observations by administrators	0-10	22	(16)	8	(6)	30	(22)
			11-15	19	(16)	11	(10)	30	(26)
			16-20	4	(8)	4	(8)	8	(16)
			Over 20	9	(10)	4	(4)	13	(14)
				54		27		81	
42	25	Your overall level of satisfaction with teaching	0-10	20	(15)	2	(1)	22	(16)
			11-15	14	(12)	3	(3)	17	(15)
			16-20	2	(4)	2	(4)	4	(8)
			Over 20	7	(6)	2	(2)	9	(8)
				43		9		52	
64	28	Relationships with other teachers	0-10	6	(4)	1	(1)	7	(5)
			11-15	3	(3)	3	(3)	6	(6)
			16-20	0	(0)	0	(0)	0	(0)
			Over 20	3	(3)	0	(0)	3	(3)
				12		4		16	

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The more experienced teachers reported the lowest percentage responses in the item pertaining to classroom observations by administrators. Relatively fewer were as stressed about classroom observations as teachers with less experience.

While the percentage response for teachers in each experience level is lower for overall level of satisfaction with teaching than for other items on the table above, there is less satisfaction apparently in the less experienced teachers group than in the more experienced ones.

While the percentages are low for relationships with other teachers, the less experienced groups of teachers had a higher percentage of return than the more experienced groups.

In summary form the differences across the experience groups noted above are shown as follows for combined percentage responses for stressful and very stressful categories.

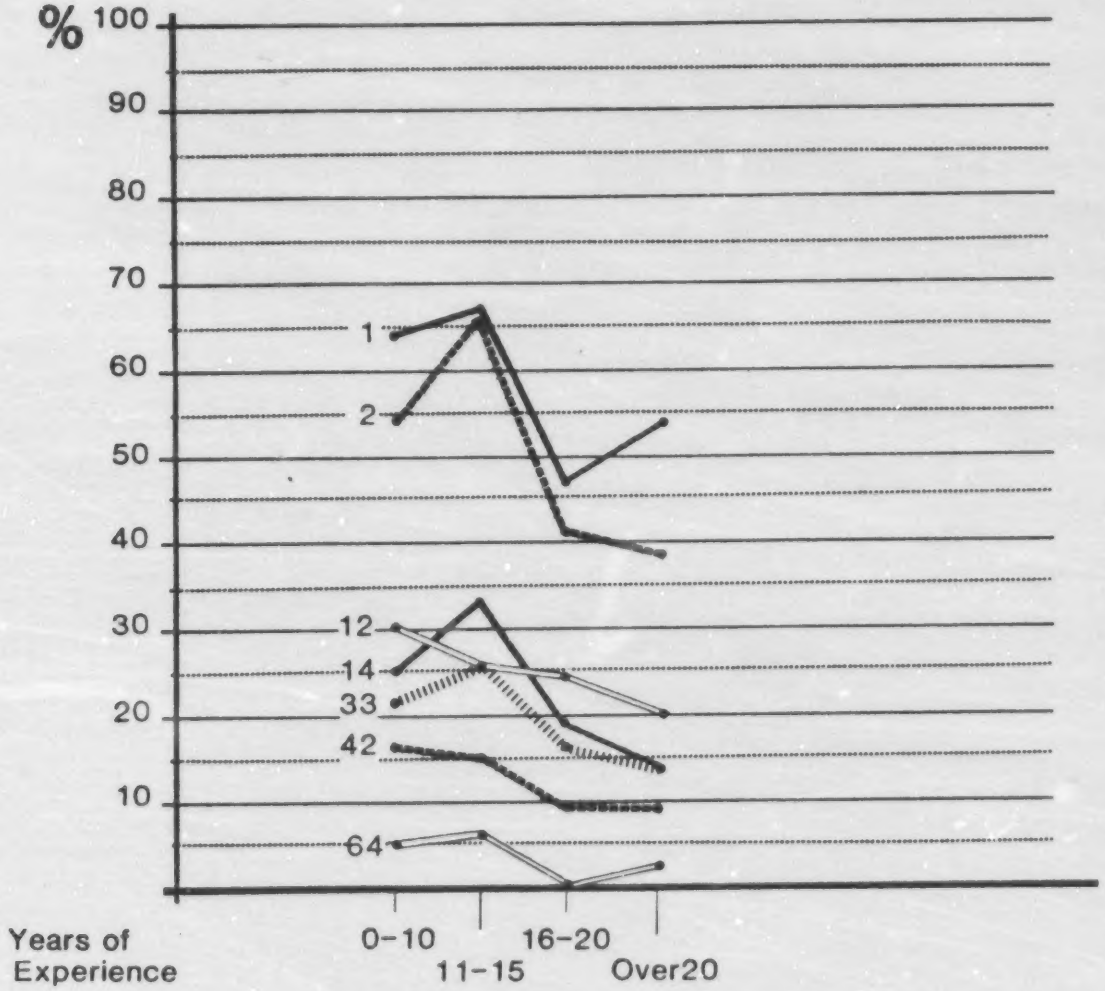
Table 24

Combining Stressful and Very Stressful Responses
by Years of Experience

Mean Rank	Item No.	Item	0-10*	11-15	16-20	Over 20	Max. Diff.
1	10	Disruptive students	64	67	47	54	20
3	45	Threat of cutback situation	53	66	41	38	18
12	14	Maintaining class discipline	41	30	13	19	28
14	57	Inadequate discipline policy within school	35	38	10	12	28
33	64	Classroom observations by administrators	30	30	8	13	22
42	25	Overall level of satisfaction with teaching	22	17	4	9	18
62	43	Relationships with other teachers in school	7	6	0	3	7

Some Differences by Experience

(Percentage Combining Stressful and Very Stressful)



1. Disruptive students
2. Threat of cutback situation
12. Maintaining class discipline
14. Inadequate discipline policy within school
33. Classroom observations by administrators
42. Your overall level of satisfaction with teaching
64. Relationships with other teachers

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By Type of School

The six items with significance ($p \leq .05$) are noted in the following table which gives stressful and very stressful responses.

Table 25

Anova Significance
by Type of School

Mean Rank	Item No.	Item	F Sig.
2	12	Lack of time to spend with individual students	.044
8	42	Teaching split classes	.016
11	54	Teaching split classes	.016
16	35	Inadequate resources and materials	.006
41	33	Too much time spent in meetings	.048
60	8	Too much parental participation	.044

In every item rural teachers had a higher percentage return. This indicates that for these items rural teachers are more likely to experience stress than urban teachers. Vocational teachers are a relatively small group, but there was not one response from this group for too much parental participation in school matters. Responses by vocational teachers indicate less stress than for other teachers for lack of time to spend with individual students, and for inadequate resources and materials; but more stress regarding split classes.

Table 26

Stressful and Very Stressful Responses by Type of School

Mean Rank	Item No.	Item	Type of School	Stressful No.	Stressful (%)	Very Stressful No.	Very Stressful (%)	Total No.	Total (%)
2	12	Lack of time to spend with individual students	Urban	59	(30)	35	(18)	94	(48)
			Rural	75	(42)	32	(18)	107	(60)
			Voc.	7	(32)	1	(5)	8	(37)
				141		68		209	
8	42	Teaching split classes	Urban	16	(8)	8	(4)	24	(12)
			Rural	16	(9)	15	(8)	31	(17)
			Voc.	6	(27)	1	(5)	7	(32)
				38		24		62	
11	54	Teaching split classes	Urban	12	(6)	9	(5)	21	(11)
			Rural	13	(7)	15	(9)	28	(16)
			Voc.	6	(27)	1	(5)	7	(32)
				31		25		56	
16	35	Inadequate resources and materials	Urban	29	(15)	8	(4)	37	(19)
			Rural	23	(13)	24	(13)	47	(26)
			Voc.	2	(9)	0	(0)	2	(9)
				54		32		86	
41	33	Too much time spent in meetings	Urban	13	(7)	10	(5)	23	(12)
			Rural	16	(9)	13	(7)	29	(16)
			Voc.	1	(5)	1	(5)	2	(10)
				30		24		54	
60	8	Too much parental participation	Urban	8	(4)	5	(3)	13	(7)
			Rural	12	(7)	3	(2)	15	(9)
			Voc.	0	(0)	0	(0)	0	(0)
				20		8		28	

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Some Differences by Type of School

(Percentage Combining Stressful and Very Stressful)

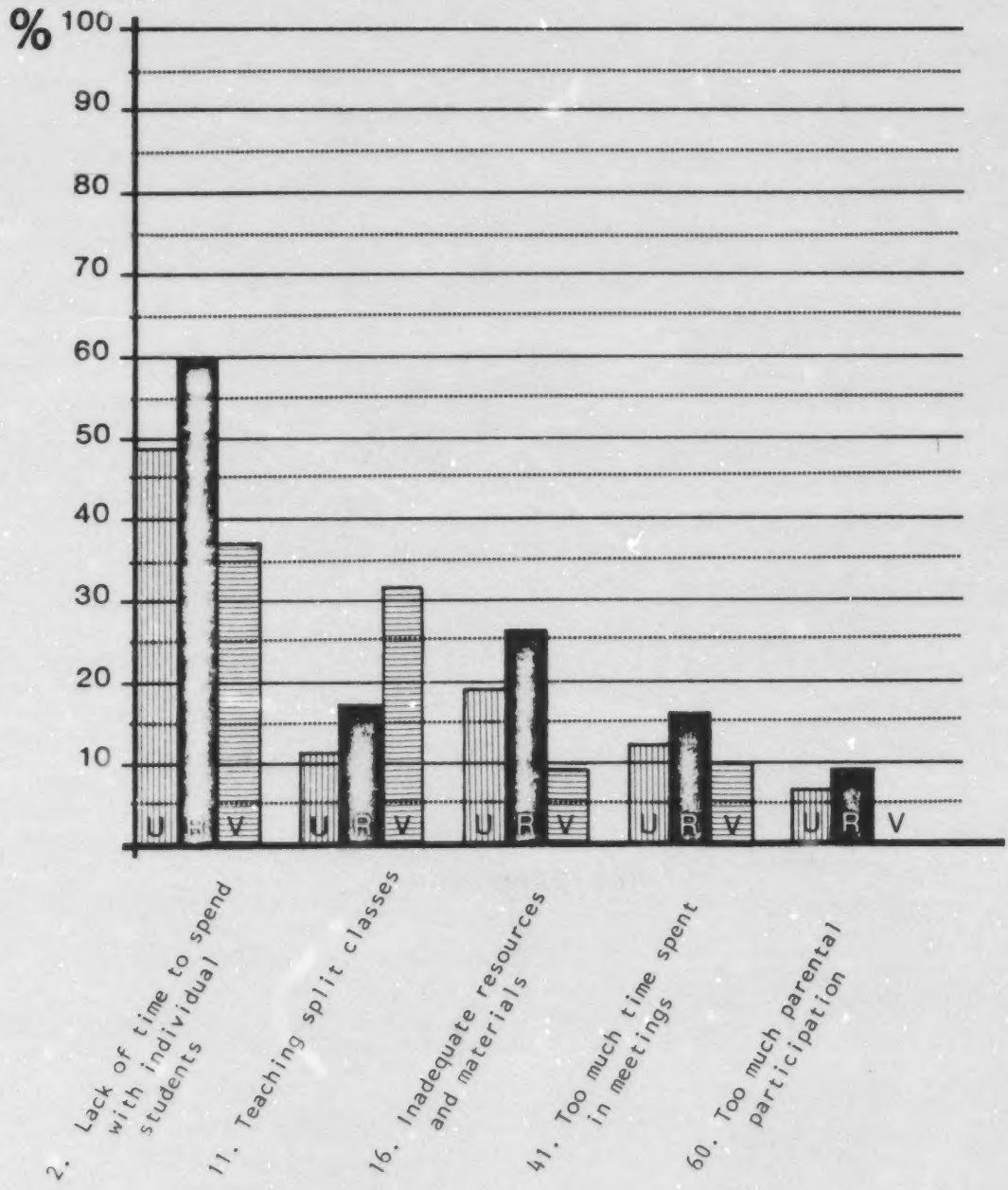

Table 27

Combining Stressful and Very Stressful Responses
by Type of School

Mean Rank	Item No.	Item	Urban	Rural	Vocat	Max. Diff.
2	12	Lack of time to spend with individual students	48	60	37	23
8	42	Teaching split classes	12	17	32	20
11	54	Teaching split classes	11	16	32	21
16	35	Inadequate resources and materials	19	26	9	17
41	33	Too much time spent in meetings	12	16	10	6
60	8	Too much parental participation	7	9	0	9

By Administrative Role

Table 28

Anova Significance
by Administrative vs Non-Administrative

Rank	Item No.	Item	F Sig.
14	57	Inadequate discipline policy within school	.020
17	58	Lack of agreement on minimum standards within school	.016
18	55	Lack of administrative support	.050
29	56	Lack of involvement in school decision making	.008
33	64	Classroom observations by administrators	.001
35	16	Evaluating student performance	.002
41	33	Too much time spent on meetings	.002
42	25	Your overall level of satisfaction with teaching	.001
44	38	Teaching too many subject areas	.030
50	41	Inadequate information about teaching materials	.003
54	65	Relationship with school administrators	.009
56	27	Developing daily lesson plans	.001
59	32	Inadequate supervision of my teaching by administrators	.018
61	40	Satisfaction with teaching assignments	.003
63	26	Freedom to select teaching methods	.014

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Table 29

Stressful and Very Stressful Responses
Administrative vs Non-Administrative

				Stressful		Very Stressful		Total	
Mean Rank	Item No.	Item	Admin. Role	No.	(%)	No.	(%)	No.	(%)
14	57	Inadequate discipline policy within school	admin	7	(11)	8	(12)	15	(23)
			non-admin	40	(15)	40	(15)	80	(30)
				47		48		95	
18	55	Lack of administrative support	admin	7	(11)	5	(7)	12	(18)
			non-admin	38	(15)	40	(16)	78	(31)
				45		45		90	
29	56	Lack of involvement in school decision making	admin	14	(21)	1	(2)	15	(23)
			non-admin	32	(11)	27	(10)	59	(21)
				46		28		74	
17	58	Lack of agreement on minimum standards	admin	7	(10)	6	(9)	13	(19)
			non-admin	45	(17)	33	(12)	78	(29)
				52		39		91	
33	64	Classroom observations by administrators	admin	6	(9)	1	(1)	7	(10)
			non-admin	48	(16)	26	(9)	74	(25)
				54		27		81	
27	16	Evaluating student performance	admin	10	(13)	1	(1)	11	(14)
			non-admin	53	(17)	18	(6)	71	(23)
				63		19		82	
41	33	Too much time spent in meetings	admin	9	(12)	9	(12)	18	(24)
			non-admin	22	(9)	15	(6)	37	(15)
				31		24		55	
42	25	Your overall level of satisfaction with teaching	admin	3	(4)	0	(0)	3	(4)
			non-admin	40	(13)	9	(3)	49	(16)
				43		9		52	
44	38	Teaching too many subject areas	admin	6	(12)	1	(2)	7	(14)
			non-admin	29	(14)	14	(7)	43	(21)
				35		15		50	

Table 29 (continued)

Mean Rank	Item No.	Item	Admin Role	Stressful No.	Stressful (%)	Very Stressful No.	Very Stressful (%)	Total No.	Total (%)
50	41	Inadequate information about teaching materials	admin	1	(2)	2	(3)	3	(5)
			non-admin	26	(10)	6	(2)	32	(12)
				27		8		35	
54	65	Relationship with school administrators	admin	5	(7)	0	(0)	5	(7)
			non-admin	28	(9)	12	(4)	50	(13)
				33		12		55	
56	27	Developing daily lesson plans	admin	1	(1)	0	(0)	1	(1)
			non-admin	22	(8)	3	(1)	25	(9)
				23		3		26	
59	32	Inadequate supervision by administrators	admin	0	(0)	3	(5)	3	(5)
			non-admin	19	(8)	6	(2)	25	(10)
				19		9		28	
61	40	Satisfaction with teaching assignments	admin	4	(6)	1	(1)	5	(7)
			non-admin	14	(5)	8	(3)	22	(8)
				18		9		27	
63	26	Freedom to select teaching methods	admin	1	(1)	0	(0)	1	(1)
			non-admin	22	(8)	3	(1)	25	(9)
				23		3		26	

NOTE: In each case the percentage is of the number of administrators or non-administrators answering the item. For example, 88 administrators and 312 non-administrators responded to item 49. A somewhat different number could respond to each item. Total possible administrative was 89 and non-administrative was 317.

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Table 30

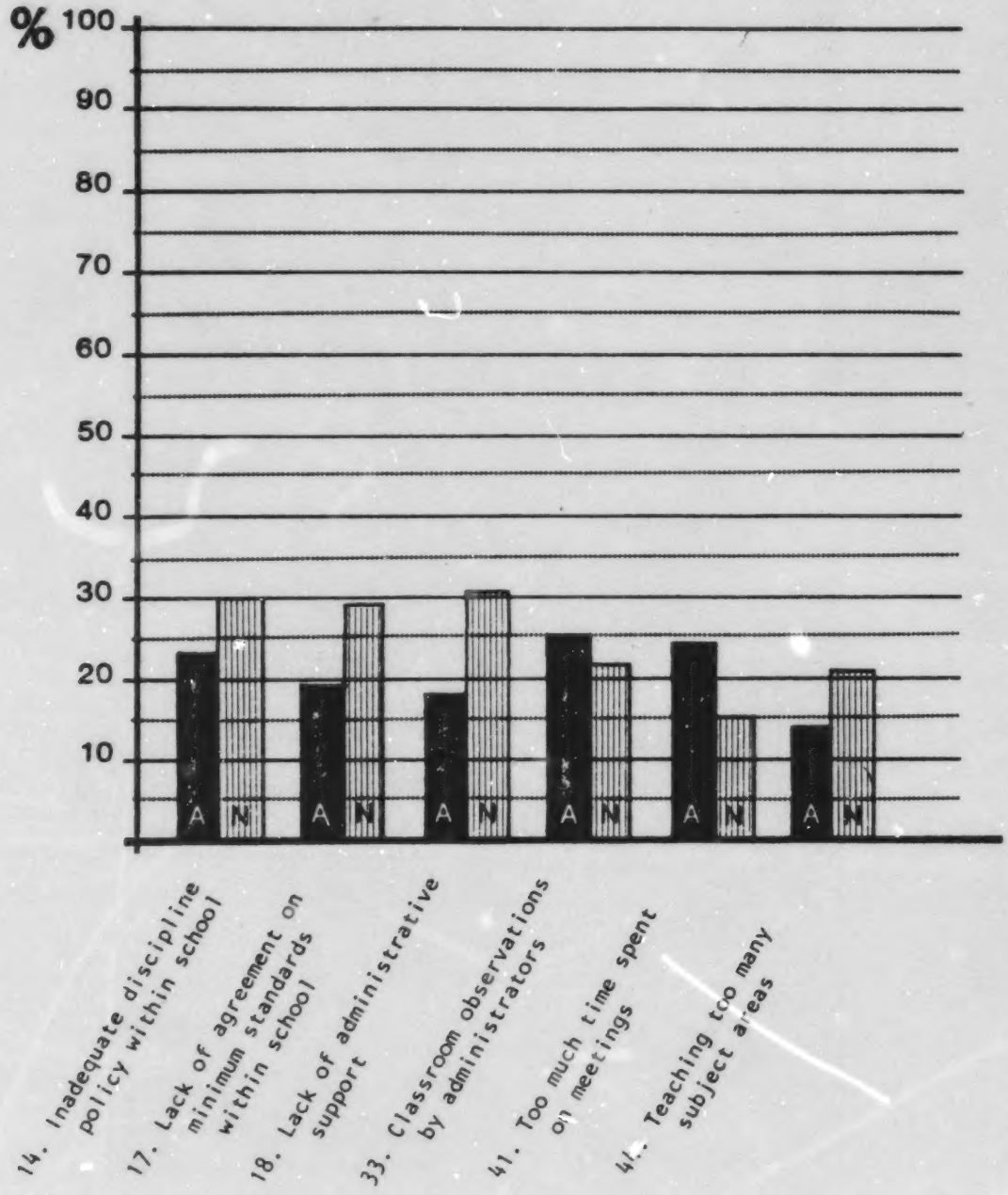
Combining Stressful and Very Stressful Percentages for Administrative and Non-Administrative

Rank	Item No.	Item	Admin	Non Admin
14	57	Inadequate discipline policy within school	23	30
17	58	Lack of agreement on minimum standards within school	19	29
18	55	Lack of administrative support	18	31
29	56	Lack of involvement in school decision making	23	21
33	64	Classroom observations by administrators	25	22
35	16	Evaluating student performance	14	23
41	33	Too much time spent on meetings	24	15
42	25	Your overall level of satisfaction with teaching	4	16
44	38	Teaching too many subject areas	14	21
50	41	Inadequate information about teaching materials	5	12
54	65	Relationship with school administrators	7	13
56	27	Developing daily lesson plans	1	9
59	32	Inadequate supervision of my teaching by administrators	5	10
61	40	Satisfaction with teaching assignments	7	8
63	26	Freedom to select teaching methods	0	9

In only three of the above areas administrative personnel percentage responses exceeded that of non-administrators: lack of involvement in school decision-making, classroom observations by administrators and too much time in meetings. It is perhaps noteworthy that administrators are just as "stressed" or more stressed than non-administrators about classroom observations by administrators.

Some Differences by Administrative/Non-Administrative

(Percentage Combining Stressful and Very Stressful)



By Class Size

Table 31

Anova Significance
by Class Size

Rank	Item No.	Item	F Sig.
2	12	Lack of time to spend with individual students	.010
3	45	Threat of cut-back situation	.034
6	36	Size of classes too large	.001
9	31	Lack of time for preparation and planning	.005
20	61	Notification of unsatisfactory performance	.009
22	3	Talking to parents about student problems	.039
26	46	Lack of recognition of achievement	.020
35	37	Physical condition of classroom and building	.042
48	49	Time spent in non-teaching duties per week	.009
65	48	Salary received	.017

Table 32

Stressful and Very Stressful Responses
by Class Size

				Stressful		Very Stressful		Total	
Mean Rank	Item No.	Item	Class Size	No.	(%)	No.	(%)	No.	(%)
2	12	Lack of time to spend with individual students	5-10	6	(26)	3	(13)	9	(39)
			11-15	10	(42)	1	(4)	11	(48)
			16-20	14	(26)	9	(16)	23	(42)
			21-25	48	(39)	21	(17)	69	(56)
			Over 25	49	(37)	23	(17)	72	(54)
				147		57		194	
3	45	Threat of cut-back situation	5-10	5	(23)	5	(23)	10	(46)
			11-15	5	(21)	5	(21)	10	(42)
			16-20	12	(22)	22	(40)	34	(62)
			21-25	28	(23)	23	(19)	51	(42)
			Over 25	22	(19)	27	(21)	49	(48)
				72		82		154	
6	36	Size of classes too large	5-10	1	(4)	0	(0)	1	(4)
			11-15	3	(4)	0	(0)	3	(4)
			16-20	10	(14)	6	(11)	16	(25)
			21-25	19	(16)	14	(12)	33	(28)
			Over 25	38	(29)	22	(17)	60	(46)
				71		42		113	

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Table 32 (continued)

Mean Rank	Item No.	Item	Class Size	Stressful No.	Stressful (%)	Very Stressful No.	Very Stressful (%)	Total No.	Total (%)
9	31	Lack of time for preparation and planning	5-10	2	(9)	1	(4)	3	(13)
			11-15	4	(17)	0	(0)	4	(17)
			16-20	18	(33)	7	(13)	25	(46)
			21-25	26	(21)	11	(9)	37	(30)
			Over 25	31	(23)	8	(6)	39	(29)
				81		27		108	
20	61	Notification of unsatisfactory performance	5-10	3	(14)	4	(18)	7	(32)
			11-15	2	(8)	0	(0)	2	(8)
			16-20	5	(9)	9	(16)	14	(25)
			21-25	16	(13)	11	(9)	27	(22)
			Over 25	9	(7)	6	(5)	15	(12)
				35		30		65	
22	3	Talking to parents about students problems	5-10	1	(4)	1	(4)	2	(8)
			11-15	2	(9)	1	(4)	3	(13)
			16-20	8	(15)	6	(11)	14	(26)
			21-25	18	(15)	4	(3)	22	(18)
			Over 25	21	(16)	4	(3)	25	(19)
				50		16		66	
24	46	Lack of recognition of achievement	5-10	2	(9)	2	(9)	4	(18)
			11-15	3	(13)	0	(0)	3	(13)
			15-20	11	(20)	5	(9)	16	(29)
			21-25	20	(16)	13	(11)	33	(27)
			Over 25	17	(13)	5	(4)	22	(17)
				53		25		78	
35	37	Physical condition of classroom and building	5-10	2	(9)	0	(0)	2	(9)
			11-15	0	(0)	2	(8)	2	(8)
			16-20	8	(15)	6	(11)	14	(26)
			21-25	14	(11)	5	(4)	19	(15)
			Over 25	18	(14)	7	(5)	25	(19)
				42		20		62	
48	49	Time spent in non-teaching duties per week	5-10	0	(0)	1	(4)	1	(4)
			11-15	2	(8)	0	(0)	2	(8)
			16-20	4	(7)	3	(6)	7	(13)
			21-25	19	(15)	4	(3)	23	(18)
			Over 25	13	(10)	8	(6)	21	(16)
				38		16		54	
65	48	Salary received	5-10	0	(0)	0	(0)	0	(0)
			11-15	0	(0)	0	(0)	0	(0)
			16-20	0	(0)	0	(0)	0	(0)
			21-25	5	(4)	2	(2)	7	(6)
			Over 25	12	(9)	4	(3)	16	(12)
				17		6		23	

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In summary form, the differences of total percentage responses (stressful plus very stressful) by class size for the items noted above are shown in the following table.

Table 33

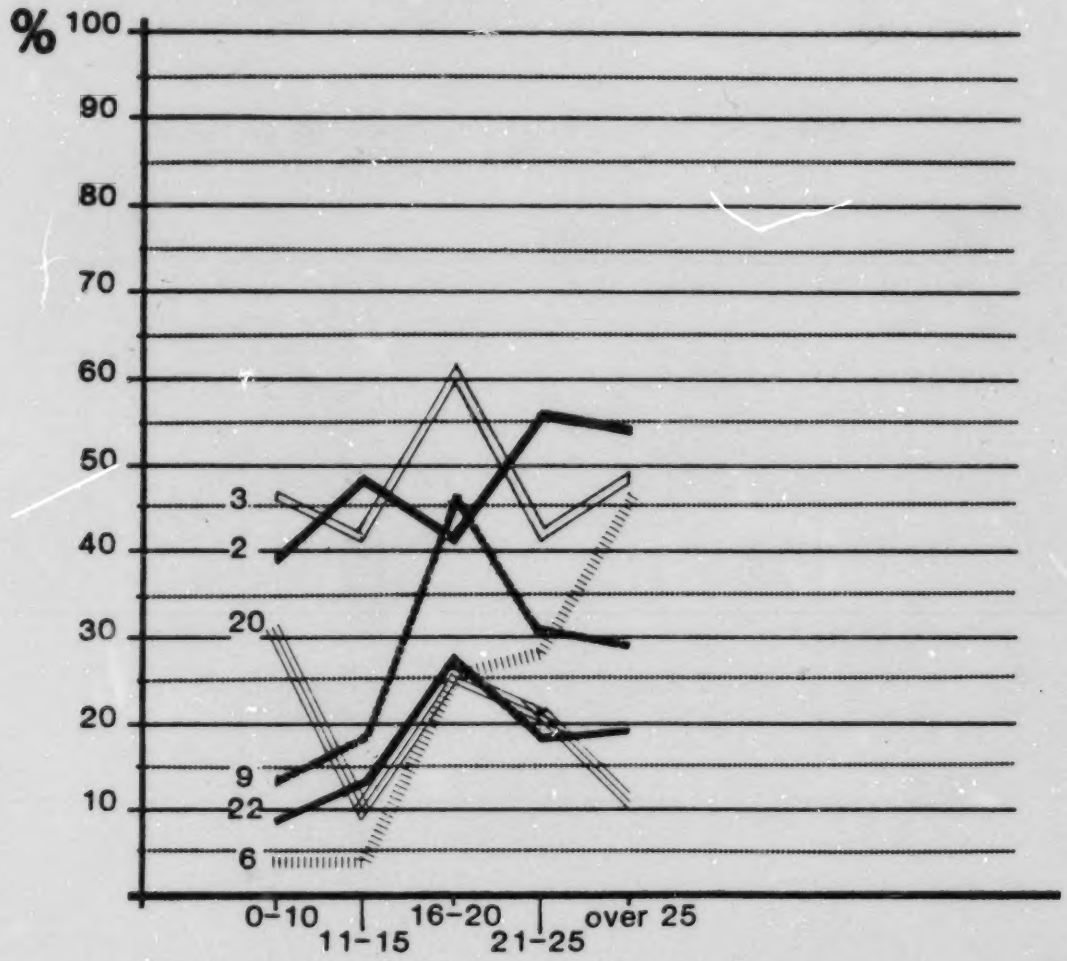
Combining Stressful and Very Stressful Percentages by Class Size

Rank	Item No.	Item	0-10	11-15	16-20	21-25	Over 25	Max. Diff.
2	12	Lack of time to spend with individual students	39	48	42	56	54	17
3	45	Threat of cutback situation	46	42	62	42	48	20
6	36	Size of class too large	4	4	25	28	46	42
9	3	Lack of time for preparation and planning	13	17	46	30	29	33
20	61	Notification of unsatisfactory performance	32	8	25	22	12	24
22	3	Talking to parents about students problems	8	13	26	18	19	18
26	46	Lack of recognition of achievement	18	13	29	27	17	16
35	37	Physical condition of classroom and building	9	8	26	15	19	18
48	49	Time spent on non-teaching duties per week	0	0	0	6	12	12
55	48	Salary received	4	8	13	18	16	14

As would be expected perhaps, the highest stress response for lack of time to spend with individual students was in the largest class size. Teachers in the smallest classes were likely to register more stress in the notification of unsatisfactory performance item. Teachers of average size classes (16-20) had the highest percentage returns for threat of cut-back, lack of time for planning and preparation, talking to parents about students and physical condition of classroom and building.

Some Differences by Class Size

(Percentage Combining Stressful and Very Stressful)



2. Lack of time to spend with individual students
3. Threat of cutback situation
6. Size of class too large
9. Lack of time for preparation and planning
20. Notification of unsatisfactory performance
22. Talking to parents about students' problems

Differences by Boards

In the following table, responses by percentage are combined for the stressful and very stressful categories, and responses from five large school boards are compared with the total provincial response. The 15 largest provincial percentages were used as the basis for comparison.

Table 34

Combining Stressful and Very Stressful Responses by Five Largest Boards

Rank	Item No.	Item	Prov	By Five Boards A	B	C	D	E
1	10	Disruptive students	60.3	51.0	54.8	60.0	71.8	63.9
2	12	Lack of time to spend with individual students	50.7	38.7	50.0	37.7	54.3	33.4
3	45	Threat of cutback situation	43.6	42.9	31.0	43.2	60.9	38.9
4	11	Attitude of students towards learning	45.9	40.8	23.3	55.5	54.3	48.6
5	13	Students non-acceptance of teacher's authority	43.7	38.7	43.3	50.0	58.7	53.8
6	36	Size of classes too large	31.7	20.4	24.1	25.0	43.4	44.5
7	34	Too much paperwork	30.2	30.6	17.2	29.5	34.7	41.7
9	31	Lack of time for preparation and planning	30.2	22.4	19.3	26.7	34.8	47.2
10	44	Concern about being involuntarily transferred	28.2	32.6	23.3	28.9	30.4	25.0
12	14	Maintaining class discipline	25.4	16.3	29.0	24.4	32.6	19.4
14	57	Inadequate discipline policy within school	23.7	18.4	26.7	29.6	20.6	13.9
15	7	Media comments about teachers or education	23.3	20.4	23.4	25.0	34.8	14.3
18	55	Lack of administrative support	21.9	14.2	16.2	20.0	36.9	13.9
21	60	Maintaining records and paperwork	22.2	22.4	19.3	13.4	32.6	25.0
26	46	Lack of recognition of achievement	21.4	20.4	10.0	24.5	26.7	19.5
		TOTAL N POSSIBLE	406	49	31	45	46	36

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To compare each Board with the province by a more than or less than category for the items noted, the following table is given:

Table 35

More Than (M) or Less Than (L)
the Provincial Percentage

Rank	Item No.	Item	School Board A	B	C	D	E
1	10	Disruptive students	L	L	L	M	M
2	12	Lack of time to spend with individual students	L	L	L	M	L
3	45	Threat of cutback situation	L	L	L	M	L
4	11	Attitude of students towards learning	L	L	M	M	M
5	13	Students non-acceptance of teacher's authority	L	L	M	M	M
6	36	Size of classes too large	L	L	L	M	M
7	34	Too much paperwork	M	L	L	M	M
9	31	Lack of time for preparation and planning	L	L	L	M	M
10	44	Concern about being involuntarily transferred	M	L	M	M	L
12	14	Maintaining class discipline	L	M	L	M	L
14	57	Inadequate discipline policy within school	L	M	M	L	L
15	7	Media comments about teachers or education	L	M	M	M	L
18	55	Lack of administrative support	L	L	L	M	L
21	60	Maintaining records and paperwork	M	L	L	M	M
26	46	Lack of recognition of achievement	L	L	M	M	L

Responses from teachers employed by Boards A and B exceeded the provincial percentage for only 3 of the 15 items; Board C exceeded the provincial in 6 items, and Board E exceeded in 7 items. It is rather noteworthy that percentage responses for Board D exceeded the provincial in all but one of these 15 items, and that one was "inadequate discipline policy".

Approaching Burn-out?

Teachers noting very stressful responses may be considered candidates for burnout. Some idea of the numbers of teachers involved and the stressors noted as being very stressful, may be obtained from the following table:

Table 36

The 10 Items Most Frequently Noted as "Very Stressful"

Rank	Mean Rank	Item	Count	% of Sample
1	1	Disruptive students	103	25.4
2	3	Threat of cutback situation	93	22.9
3	2	Lack of time to spend with students	68	16.7
4	5	Students non-acceptance of teachers' authority	63	15.5
5	10	Concern about being involuntarily transferred	62	15.3
6	4	Attitude of students towards learning	52	12.8
7	14	Inadequate discipline policy within school	48	11.8
8	18	Lack of administrative support	45	11.1
9	7	Too much paperwork	41	10.1
10	17	Lack of agreement on minimum standards within school	39	9.6
10	13	Teaching "below average" students	39	9.6

All the above items are ranked very stressful by approximately 10 to 25 percent of the sample. To prevent burnout problems, some reduction in the stressfulness of these factors would appear in order.

Chapter 5

FINDINGS FROM SURVEY FOR OPEN-ENDED RESPONSES

There were five open-ended items asking respondents, generally, to list five factors which gave them the most satisfaction as a teacher, least satisfaction as a teacher, changes they would like to see introduced in working conditions, most stressful non-school items, and most satisfying non-school items.

The next five tables provide information about the results from the open-ended items. On these tables, items counted are unweighted; that is, if a respondent gave more than one response which would fit into any one of the categories, it was entered but once. A comparison was made with weighted responses and the order in each case was the same or had relatively little change, and weighted responses are not used in these tables.

Examples of how answers fitted the categories are listed in Appendix C.

Table 37

Items Giving the Most Satisfaction as a Teacher
(unweighted)

Rank	Item	Count	% of Cases
1	Seeing students grow	318	78
2	Relationship with students	270	67
3	Relationship with other teachers	121	30
4	Appreciation/support	61	15
5	Teaching schedule/subjects taught	57	14
6	Parents' appreciation/support	56	14
7	Curriculum preparation/lesson planning	53	13
8	Administration's appreciation/support	46	11
9	Salary/vacation/working hours	46	11
10	Extra curricular activities/ special school events	37	9
11	Relationship with community/parents	26	6
	Other	101	25
	No response	25	6

The most satisfying items, by far, were those dealing with students -- seeing students grow, and the relationship with students.

Table 38

Items Giving the Least Satisfaction as a Teacher
(unweighted)

Rank	Item	Count	% of Cases
1	Student attitude/performance	147	36
2	Parents'/public attitude	110	27
3	Discipline	106	26
4	Administration (in house)	103	25
5	Paperwork	90	22
6	Fellow teachers	76	19
7	Lesson preparation/student assessment	65	16
8	Subjects taught/teaching schedule	60	15
9	Supervisory duty	58	14
10	Administration (external)	45	11
11	Equipment/supplies	35	9
12	Class size/split classes	31	8
13	Meetings	31	8
14	Threat of cutbacks/transfers	19	5
15	Inservices	13	3
16	Salary/vacation/working hours	9	2
	Other working conditions	57	14
	No response	31	8

The least satisfying item also dealt with students -- student attitude and performance. Next were parents and public attitude, discipline, in-house administration and paperwork. Fellow teachers ranked next on the least satisfaction record, followed by lesson preparation and/or student assessment. It is possible, of course, to deal with some of these items providing least satisfaction within the school itself. Others require some community effort.

Table 39

Suggested Changes in Working Conditions
(unweighted)

Rank	Item	Count	% of Cases
1	Smaller classes/no split classes	93	23
2	Improved physical facilities	88	22
3	Improved teaching schedules	69	17
4	Improved administration (in house)	68	17
5	Better/more equipment and materials	55	14
6	More time for planning	51	13
7	Improved administration (external)	46	11
8	More teacher involvement in curriculum planning	26	6
9	Better/more inservices	24	6
10	Less supervisory duty	24	6
11	Improved standards/more consistency	23	6
12	Improved and/or broadened curriculum	23	6
13	Less paperwork	20	5
14	Improved teacher-parent communication	14	3
15	Teaching fewer subject areas	6	2
16	Job sharing	2	1
	Other	85	21
	No response	84	21

Responses in this table do not reach the high percentages noted in tables 37 and 38, but several items are grouped at the top. These are smaller classes and no split classes, improved physical facilities, improved teaching schedules and improved in-house administration. Again some of these changes might be effected within a school, and certainly within a school system.

Table 40

Non-School Items Which Cause Stress
(unweighted)

Rank	Item	Count	% of Cases
1	Personal finances	83	20
2	Time constraints	80	20
3	Other personal relationships	64	16
4	Family relationships	63	16
5	Illness/death in family	61	15
6	Social/technological changes and/or conditions	60	15
7	Commuting/road conditions/car problems	55	14
8	Economy	47	12
9	Household chores	47	12
10	Dealing with own children	40	10
11	Public attitudes	28	7
	Other	103	25
	No response	116	29

Since stress in one walk of life is likely to carry over into others, it is important to note what non-school items teachers report as stressful. Tops among these are personal finances and time constraints. Then come other personal relationships, family relationships, illness or death in the family, and social and technological changes.

Table 41

Non-school Items Which Give the Most Satisfaction
(unweighted)

Rank	Item	Count	% of Cases
1	Family	165	41
2	Hobbies/Crafts/Leisure activities	120	30
3	Sports	109	27
4	Reading	90	22
5	Home	83	20
6	Friends/neighbours	82	20
7	Travel/vacation	80	20
8	Entertainment	64	16
10	Church/community organization and/or work	57	14
11	Children	46	11
12	Exercise	38	9
13	Study	20	5
	Other	90	22
	No response	94	23

Tops on this table is family, followed by hobbies and sports.

CROSS-TABULATIONS OF OPEN-ENDED RESPONSES

In addition to the total responses given in the preceding section, it is interesting to note the differences by sub-group of teachers. The following tables show the differences in percentage response of teachers in the sub-groups. The maximum difference for each item is listed, and the items are ranked in order of maximum difference.

By Number of Teachers in School

Table 42

Items Giving the Most Satisfaction as a Teacher
Differences by Number of Teachers in School
(By Percentage Response in Each Category)

Item	0-9	10-20	21-30	31-40	Over 40	Max Diff.
	%	%	%	%	%	
Relationship w/students	78	68	67	66	62	16
Appreciation/support	6	17	12	20	15	14
Relationship w/teachers	31	29	37	24	28	13
Curriculum preparation/	13	12	13	22	9	13
Salary/vacation/	13	6	11	12	17	11
Parents' appreciation/	13	15	19	10	11	9
Extra-curricular act.s	13	8	7	16	7	9
Admin.'s appreciation/	13	15	19	10	11	9
Teaching schedule/	13	17	12	9	15	8
Seeing students grow	81	82	76	81	75	7
Realtionships w/comm.	9	5	8	7	6	4

Teachers in small schools had a higher percentage return for relationship with students (although all were high). Teachers in large schools were relatively low in response to satisfaction in regard to curriculum preparation.

Table 43

Items Giving the Least Satisfaction as a Teacher
Differences by Number of Teachers in School
(By Percentage Response in Each Category)

Item	0-9	10-20	21-30	31-40	Over 40	Max Diff.
	%	%	%	%	%	
Student attitude/	22	29	30	45	53	31
Parent/public attitude	41	32	22	17	27	24
Subjects taught/	25	17	15	3	15	23
Discipline	18	35	26	24	20	15
Class size/split classes	3	15	6	2	5	13
Lesson preparation/	22	17	19	10	13	12
Supervisory duty	19	17	18	14	8	11
Administdration (inhouse)	19	27	22	24	30	11
Paperwork	19	22	28	22	20	9
Threat of cutbacks	13	4	4	5	3	9
Equipment/supplies	6	7	13	10	6	7
Inservices	3	5	4	2	1	4
Fellow teachers	19	20	17	19	18	3
Meetings	6	8	9	7	7	3
Salary/vacation/	3	1	4	2	2	3

Teachers in schools of small size (0-9 teachers) responded at a higher rate in this table for parent/public attitudes, subjects taught, and threat of cutback. Teachers in shcools of large size (over 40) noted less satisfaction than other teachers for student attitudes and external administration, but less for supervisory duty.

Table 44

Suggested Changes in Working Conditions
Differences by Number of Teachers in School
(By Percentage Response in Each Category)

Item	0-9	10-20	21-30	31-40	Over 40	Max Diff.
	%	%	%	%	%	
Improved inhouse admin.	3	24	14	15	16	21
More teacher involvement	13	7	6	3	6	10
Improved facilities	28	26	15	21	21	13
Smaller classes/	19	18	22	22	31	13
More time for planning	16	13	14	14	8	8
Improved teaching sched.	16	15	19	13	21	8
Better/more equipment	13	11	12	12	19	8
Less paperwork	0	3	7	8	6	8
Improved teacher part.	3	5	7	2	0	7
Less supervisory duty	9	6	10	3	3	7
Improved/ curriculum	6	7	1	5	8	7
Better/more inservices	9	7	8	3	4	5
Improved external admin.	9	14	9	12	10	5
Teacher fewer subjects	0	1	0	0	5	5
Improved standards/	3	6	6	3	7	4
Job sharing	0	1	0	0	1	1

Teachers in larger sized schools scored less on improved physical facilities and on less supervisory duties. Teachers in the largest size school scored least on more time for planning and on improved teacher participation; but scored highest on smaller classes/no split classes, improved teaching schedule/subjects taught, better/more equipment, and teaching fewer subjects.

Table 45

Non-School Items Which Cause Stress
Differences by Number of Teachers in School
(By Percentage Response in Each Category)

Item	0-9	10-20	21-30	31-40	Over 40	Max Diff.
	%	%	%	%	%	
Time constraints	16	26	21	19	13	13
Commuting/road	22	14	12	10	13	12
Other relationships	22	17	18	15	11	11
Dealing w/own children	13	8	15	10	5	10
Family relationships	19	17	15	10	15	9
Household chores	19	13	21	12	13	9
Social/technological	16	13	21	12	13	9
Personal finances	13	22	20	19	22	9
Economy	16	8	12	10	13	8
Illness/death in family	13	18	18	10	12	8
Public attitudes	6	7	9	7	5	4

Teachers in the largest schools scored lowest as a percentage in other personal relationships (along with schools of 31-40 teachers) in family relationships, in household chores, in social/technological change and illness/death in family. Teachers in smallest schools scored highest in other personal relationships, family relationships, commuting/road conditions/car problems, household chores, and the economy.

Table 46

Non-School Items Which Give the Most Satisfaction
Differences by Number of Teachers in School
(By Percentage Response in Each Category)

Item	0-9	10-20	21-30	31-40	Over 40	Max Diff.
	%	%	%	%	%	
Home	34	21	19	19	17	17
Reading	9	26	20	21	24	17
Family	47	43	46	40	31	16
Hobbies/crafts/leisure	31	35	25	24	29	11
Friends/neighbours	18	25	19	15	20	10
Sports	1[illegible]	31	23	24	19	8
Entertainment	13	15	18	10	17	8
Study	13	15	18	10	17	8
Children	6	12	1[illegible]	14	13	8
Church/community org.	13	14	[illegible]	10	14	7
Exercise	13	11	[illegible]	7	11	6
Travel/vacation	19	18	23	21	19	5
Socializing	13	16	15	17	16	4

Family and home appear to be less important for satisfaction for teachers in largest schools; whereas these items appear to be most important for teachers in smallest schools. Reading appears to give less satisfaction for teachers in small schools.

By Sex of Teacher

Table 47

Items Giving the Most Satisfaction as a Teacher
Differences by Sex
(By Percentage Response in Each Category)

Item	Male	Female	Diff.
	%	%	
Relationship with students	56	74	18
Seeing students grow	74	82	8
Salary/vacation/working hours	16	8	8
Extra curricular activities/ special school events	13	6	7
Relationship with other teachers	27	33	6
Appreciation/support	17	13	4
Curriculum preparation/lesson planning	11	15	4
Administration's appreciation/support	9	13	4
Teaching schedule/subjects taught	13	15	2
Relationship with community/parents	6	7	1

The item with the largest percentage difference in response was relationship with students; while the majority of all teachers found this a satisfying part of the job, female teachers responses were, percentage-wise, considerably higher, as was the case for seeing students grow and relationship with other teachers. Male responses were, by percentage, higher for extra-curricular activites/special school events.

Table 48

Items Giving the Least Satisfaction as a Teacher
Differences by Sex
(By Percentage Response in Each Category)

Item	Male	Female	Diff.
	%	%	
Student attitude/performance	45	29	16
Supervisory duty	8	19	11
Subjects taught	9	20	11
Lesson preparation	11	21	10
Discipline	22	30	8
Fellow teachers	23	15	8
Paperwork	18	25	7
Class size/split classes	4	11	7
Parent/public attitudes	29	25	4
Inservices	1	5	4
Administration (inhouse)	27	24	3
Salary/vacation/working hours	13	10	3
Equipment/supplies	7	10	3
Threat of cutback	3	6	3

As a percentage response, male teachers found student attitudes to be more of a "least satisfier" than female teachers, as well as the item fellow teachers. Female teachers responded higher as a percentage in this least satisfying category such items as supervisory duty, subjects taught/, lesson preparation, discipline and paperwork.

Table 49

Suggested Changes in Working Conditions
Differences by Sex
(By Percentage Response in Each Category)

Item	Male	Female	Diff.
	%	%	
Improved external administration	16	8	8
Better/more inservices	2	9	7
Less supervisory duty	2	9	7
Smaller classes/no split classes	19	25	6
Improved physical facilities	19	24	5
Improved teacher participation	14	19	5
Improved and/or broadened curriculum	7	4	3
Improved inhouse administration	15	17	2
More teacher involvement	5	7	2
More time for planning	13	12	1
Teaching fewer subjects	1	2	1
Improved standards/more consistency	6	6	0
Job sharing	1	1	0

Male teachers (percentage response) wanted improved external administration more than female teachers, whereas female teachers (percentage response) wanted better inservices, less supervisory duty, smaller classes, and improved physical facilities more than did male teachers.

Table 50

Non-School Items Which Cause Stress
Differences by Sex
(By Percentage Response in Each Category)

Item	Male	Female	Diff.
	%	%	
Household chores	5	17	12
Time constraints	14	25	11
Personal finances	24	16	8
Economy	16	8	8
Dealing with own children	7	12	5
Commuting/road coditions/car problems	11	16	5
Other personal relations	13	17	3
Family relationships	14	17	3
Public attitudes	9	6	3
Illness/death in family	14	15	1
Social/technological change	16	15	1

Female teachers (as a percentage response) found time constraints, household chores, and dealing with own children more stressful than male teachers. Male teachers responded with a higher percentage than female teachers for personal finances and the economy.

Table 51

Non-School Items Which Give the Most Satisfaction
Differences by Sex
(By Percentage Response in Each Category)

Item	Male	Female	Diff.
	%	%	
Sports	38	17	21
Reading	14	29	15
Hobbies/crafts/leisure	22	36	14
Family	36	45	9
Friends/neighbours	16	24	8
Socializing	12	19	7
Travel/vacation	16	23	7
Church/community organizations	16	12	4
Entertainment	13	17	4
Home	19	22	3
Exercise	8	11	3
Study	4	6	2
Children	23	24	1

There were considerable differences by sex in percentage responses of non-school items giving satisfaction. Female teacher responses were higher for hobbies/crafts, reading, family, friends and socializing. Male teacher responses were higher than female responses in sports and church/community organizations.

By License Category

Table 52

Items Giving the Most Satisfaction as a Teacher
Differences by License Category
(By Percentage Response in Each Category)

Item	2-4	5-6	7-8	Max Diff.
	%	%	%	
Salary/vacation/working hours	6	10	19	13
Relationships with other teachers	35	27	39	12
Administration's appreciation/support	19	11	7	12
Extra curricular activities	4	10	10	6
Parents' appreciation/support	17	12	17	5
Relationship with students	69	66	65	4
Seeing students grow	81	78	78	3
Teaching schedule/subjects taught	15	14	13	2
Relationship with other teachers	8	6	7	2
Curriculum preparation/lesson planning	14	13	14	1

The lower the license of the respondent, the more likely was administration's appreciation/support to be a satisfier, and the less likely was salary/vacation/working hours to be a satisfier. TC5 and TC6 licensed teachers were likely to be less satisfied than others with relationship with other teachers, and with parents appreciation/support. However, one may note that there was a relatively large number of persons in the TC5-TC6 category in comparsion with the other categories.

Table 53

Items Giving the Least Satisfaction as a Teacher
Differences by License Category
(By Percentage Response in Each Category)

Item	2-4	5-6	7-8	Max Diff.
	%	%	%	
Fellow teachers	14	17	31	17
Administration (external)	8	9	21	13
Students' attitude/performance	35	34	44	10
Discipline	25	28	18	10
Class size/split classes	14	7	6	8
Administration (inhouse)	25	24	31	7
Subjects taught/	21	15	10	6
Equipment/supplies	10	9	6	4
Meetings	6	7	10	4
Lesson preparation/	17	16	14	3
Paperwork	27	21	24	2
Parent/public attitude	29	27	28	2
Supervisory duty	14	15	16	2
Salary/vacation/working hours	4	2	3	2
Inservices	2	4	5	2
Threat of cutback	4	5	4	1

The highest licensed teachers had a higher percentage of replies regarding student attitudes, inhouse administration, fellow teachers, external administration and meetings, but a lower percentage of replies regarding discipline, subjects taught and class size than did other teachers.

Table 54

Suggested Changes in Working Conditions
Differences by License Category
(By Percentage Response in Each Category)

Item	2-4	5-6	7-8	Max Diff.
	%	%	%	
Improved inhouse administration	2	9	19	17
Less paperwork	0	4	11	11
Less supervisory duties	10	7	0	10
Smaller classes/no split classes	27	23	18	9
More time for planning	8	15	8	7
Improved physical facilities	23	20	26	6
Improved teaching schedule	19	17	14	5
More teacher involvement	4	6	10	5
Better/more equipment	14	14	11	3
More/better inservices	4	6	7	3
Improved standards/more consistency	4	6	6	2
Improved/broadened curriculum	6	6	4	2
Improved teacher participation	2	4	3	2
Teacher fewer subjects	0	2	0	2
Job sharing	0	1	0	1

TC2 to TC4 teachers scored highest on smaller classes/no split classes, on improved teaching schedules, and on less supervisory duty; but scored lowest on improved external administration, improved inhouse administration, and more teacher involvement.

Table 55

Non-School Items Which Cause Stress
Differences by License Category
(By Percentage Response in Each Category)

Item	2-4	5-6	7-8	Max Diff.
	%	%	%	
Social/technological changes/conditions	29	11	18	18
Public attitudes	4	5	15	11
Household chores	17	12	7	10
Commuting/road conditions/car problems	19	13	11	8
Personal finances	14	21	22	8
Family relationships	21	15	14	7
Time constraints	19	21	14	7
Illness/death in family	17	16	10	7
Economy	15	10	14	5
Dealing with own children	14	9	10	5
Other personal relationships	12	17	13	5

Differences indicate that TC2-TC4 teachers found social/technological change, family relationships, household chores, and commuting etc., to be more stressful than did other teachers. TC7 and TC8 teachers found household chores, illness/death in family, and commuting to be less stressful than others.

Table 56

Non-School Items Which Give the Most Satisfaction
Differences by License Category
(By Percentage Response in Each Category)

Item	2-4	5-6	7-8	Max Diff
	%	%	%	
Travel/vacation	12	21	22	11
Sports	29	25	35	10
Friends/neighbours	14	23	15	9
Exercise	2	11	8	9
Church/community organizations	19	12	19	7
Family	44	41	38	6
Hobbies/crafts	25	30	31	6
Children	14	12	8	6
Reading	25	21	24	4
Home	23	21	17	4
Socializing	19	15	17	4
Study	6	4	8	4
Entertainment	14	16	13	3

Major differences in response include TC7 and TC8 teachers finding more satisfaction from sports activities and less from home; TC2 and TC4 teachers finding more satisfaction from family, home, children; and less satisfaction than others from exercise, travel/vacation, and hobbies/crafts.

By Years of Experience

Table 57

Items Giving the Most Satisfaction as a Teacher
Differences by Years of Experience
(By Percentage Response in Each Category)

Item	1-10	11-15	16-20	Over 20	Max Diff.
	%	%	%	%	
Relationship with students	68	59	71	72	13
Seeing students grow	79	83	71	76	12
Relationship with other teahcers	23	35	29	34	12
Parents' appreciation/support	10	16	22	13	12
Extra-curricular activities	14	4	7	8	10
Salary/vacation/working hours	7	16	14	10	9
Teaching schedule/subject taught	16	9	16	17	8
Admin.'s appreciation/support	14	10	7	12	7
Appreciation/support	16	18	13	12	6
Curriculum preparation/	14	15	7	12	5
Relationship with community/	6	5	6	9	4

The 11-15 years experience group of teachers found less satisfaction (as a percentage response) than their colleagues in teaching schedules/subjects taught, and in extra-curricular activities. This group, however, was highest for the item seeing students grow. Teachers in the 1-10 category scored lowest as a percentage on relationship with other teachers, on parent's appreciation/support, and in the salary/vacation/working hours categories, but scored highest on extra-curricular activities.

Table 58

Items Giving the Least Satisfaction as a Teacher
Differences by Years of Experience
(By Percentage Response in Each Category)

Item	0-10	11-15	16-20	Over 20	Max Diff.
	%	%	%	%	
Discipline	31	25	24	21	10
Paperwork	18	21	26	28	10
Class size/split classes	7	4	7	14	10
Lesson preparation	20	15	15	12	8
Teaching schedule/subject taught	18	14	11	14	7
Administration (external)	10	10	9	16	7
Meetings	7	6	13	7	7
Student attitude/performance	35	38	40	34	6
Supervisory duty	11	17	13	17	6
Threat of cutbacks	8	3	2	3	6
Salary/vacation/working hours	1	3	6	0	6
Parent/public attitudes	28	24	27	29	5
Administration (inhouse)	25	26	29	24	5
Equipment/supplies	11	10	6	6	5
Inservices	2	3	7	2	5
Fellow teachers	18	21	18	18	3

Teachers with the least experience were apparently less satisfied than their colleagues in discipline, teaching schedule/subjects taught and lesson preparation. Teachers with the most experience (over 20) were less satisfied (as a percentage return) with external administration, paperwork, and class size.

Table 59

Suggested Changes in Working Conditions
Differences by Years of Experience
(By Percentage Response in Each Category)

Item	0-10	11-15	16-20	Over 20	Max Diff.
	%	%	%	%	
Improved physical facilities	16	22	24	29	13
Improved external administration	10	12	18	8	10
Smaller classes/no split classes	23	24	16	25	9
Improved inhouse administration	19	18	18	10	9
Improved teaching schedules	14	20	13	20	7
Improved/broadened curriculum	4	8	6	5	6
Less paperwork	3	5	9	5	6
Improved teacher participation	3	3	0	6	6
Less supervisory duties	7	7	7	3	4
Improved standards/	7	7	6	3	4
More teacher involvement	7	5	9	5	4
More time for planning	12	14	11	12	3
Better/more equipment	14	13	15	14	2
Better/more inservices	5	7	6	6	2
Teaching fewer subjects	1	2	0	2	2
Job sharing	1	1	0	0	1

The most experienced teachers scored highest on improved physical facilities, and lowest on improved inhouse as well as external administration, less supervisory duty, and improved standards. Teachers in the 0-10 category were less concerned about improved physical facilities than others.

Table 60

Non-School Items Which Cause Stress
Differences by Years of Experience
(By Percentage Response in Each Category)

Item	0-10	11-15	16-20	Over 20	Max Diff.
	%	%	%	%	
Social/technological changes	7	17	16	23	16
Illness/death in family	13	20	9	16	11
Personal finances	25	18	24	15	10
Family relationships	19	16	15	9	10
Commuting/road conditions/	19	13	9	9	10
Time constraints	23	20	22	14	9
Economy	7	12	16	16	9
Other personal relationships	18	18	13	11	7
Household chores	14	11	7	12	7
Dealing with own children	10	10	13	7	6
Public attitudes	4	9	9	7	5

Teachers with the most experience in comparison with others were less stressed by personal finances, time constraints, family relationships, other personal relationships, commuting/road conditions/car problems, and dealing with own children, and more stressed about social/technological change and the economy. Teachers with the least experience were more stressed than others about personal finances (along with the 16-20 group), time constraints, family relationships and commuting/road conditions/car problems.

Table 61

Non-School Items Which Give the Most Satisfaction
Differences by Years of Experience
(By Percentage Response in Each Category)

Item	0-10	11-15	16-20	Over 20	Max Diff.
	%	%	%	%	
Church/community organizations	9	10	13	26	17
Hobbies/crafts/leisure	33	30	31	22	11
Travel/vacation	17	21	15	26	11
Children	13	16	9	5	11
Family	43	45	35	35	10
Exercise	10	14	4	6	10
Home	17	26	26	17	9
Entertainment	17	14	9	18	9
Sports	29	22	27	30	8
Reading	19	25	20	25	6
Friends/neighbours	23	18	20	18	5
Study	3	5	7	6	4
Socializing	17	16	15	15	2

Teachers with less experience noted more satisfaction than others with family and children, but less from church/community organizations. More experienced teachers noted less satisfaction from exercise but more from travel/vacation.

By Type of School

Table 62

Items Giving the Most Satisfaction as a Teacher
Differences by Type of School
(By Percentage Response in Each Category)

Item	Urban	Rural	Vocat	Max Diff.
	%	%	%	
Relationship with students	67	69	50	19
Relationship with other teachers	33	27	14	19
Administration's appreciation/	11	14	0	14
Appreciation/support	14	14	27	13
Teaching schedule/subjects taught	14	16	5	11
Parents' appreciation/support	17	10	18	8
Extra-curricular activities	9	11	4	7
Salary/vacation/working hours	14	8	9	6
Curriculum preparation/	13	14	9	5
Relationship with other teachers	8	6	5	3
Seeing students grow	78	79	77	2

Rural teachers rated parents' appreciation/support lower than did urban or vocational teachers; and rated salary/vacation/working hours lower as a percentage response than did other groups. Vocational teachers (a relatively small number on the sample) rated the following items considerably lower in satisfaction than their colleagues in other schools: relationship with students and administration's appreciation/ support (not one of the 22 vocational teachers found the latter one of the 5 most satisfying items).

Table 63

Items Giving the Least Satisfaction as a Teacher
Differences by Type of School
(By Percentage Response in Each Category)

Item	Urban	Rural	Vocat	Max Diff.
	%	%	%	
Parent/public attitude	29	27	5	24
Discipline	28	27	5	23
Subjects taught/	13	18	5	13
Supervisory duty	13	18	5	13
Administration (inhouse)	27	24	18	9
Administration (external)	14	8	5	9
Students' attitude/performance	37	33	39	6
Equipment/supplies	7	11	5	6
Fellow teachers	21	16	18	5
Paperwork	22	23	18	5
Class size/split classes	9	7	5	4
Meetings	7	9	5	4
Inservices	4	3	0	4
Salary/vacation/working hours	3	1	5	4
Lesson preparation/	16	17	14	3
Threat of cutbacks	5	5	5	0

Most of the differences in the above table have to do with vocational teachers' responses being less as a percentage for discipline, parent/public attitude, inhouse administration, external administration, subjects taught and supervisory duty. In student attitude, the vocational percentage response exceeded the others.

Table 64

Suggested Changes in Working Conditions
Differences by Type of School
(By Percentage Response in Each Category)

Item	Urban	Rural	Vocat	Max Diff.
	%	%	%	
Improved physical facilities	20	25	9	16
More time for planning	13	11	23	12
Less paperwork	4	6	14	10
Improved external administration	14	9	5	9
Improved inhouse administration	20	13	14	7
Less supervisory duties	6	7	0	7
Better/more inservice	6	7	0	7
Improved teaching schedule	19	16	14	5
Improved/broadened curriculum	5	6	9	4
More teacher involvement	8	6	5	3
Smaller classes/no split classes	22	24	23	2
Improved standards/more consistency	7	5	5	2
Improved teacher participation	4	3	5	2
Teaching fewer subjects	2	2	0	2
Better/more equipment	14	13	14	1
Job sharing	0	0	0	0

Urban and rural responses were generally similar in percentage, except urban teachers were more desirous of improved inhouse administration, improved external administration, and improved teaching schedules. Vocational teachers were highest (as a percentage) on more time for planning, less paperwork and improved/broadened curriculum, but lowest on improved physical facilities, improved external administration, less supervisory duties, and better/more inservices.

Table 65

Non-School Items Which Cause Stress
Differences by Type of School
(By Percentage Response in Each Category)

Item	Urban	Rural	Vocat	Max Diff.
	%	%	%	
Family relationships	14	19	5	14
Other personal relationships	10	22	18	12
Dealing with own children	12	9	4	8
Commuting/road conditions/	11	16	18	7
Economy	13	9	14	5
Personal finances	19	22	23	4
Public attitudes	8	5	9	4
Household chores	11	12	14	3
Time constraints	20	19	18	2
Illness/death in family	16	14	14	2
Social/technological changes	16	14	14	2

Rural teachers scored highest in family relationships and other personal relationships. Vocational responses (as a percentage) were lower than others for family relationships, and dealing with own children, but higher for commuting/road conditions/car problems.

Table 66

Non-School Items Which Give the Most Satisfaction
Differences by Type of School
(By Percentage Response in Each Category)

Item	Urban	Rural	Vocat	Max Diff.
	%	%	%	
Hobbies/crafts	25	34	41	16
Home	17	23	32	15
Sports	29	25	18	11
Church/community organization	13	16	5	11
Reading	24	20	14	10
Entertainment	19	13	9	10
Friends/neighbours	16	25	23	9
Travel/vacation	22	18	14	8
Study	6	5	0	6
Socializing	18	13	14	5
Exercise	10	9	5	5
Children	12	11	14	3
Family	40	40	41	1

Main differences noted were that vocational respondents rated sports, reading, church/community organizations, study, entertainment, and exercise less than others; but rated hobbies/crafts, and home higher in giving satisfaction than did others. Rural teachers rated hobbies/crafts, home and friends/neighbours higher than urban teachers, but rated entertainment, socializing, travel/vacation, sports, and reading somewhat less high than did urban teachers.

By Administrative Role

Table 67

Items Giving the Most Satisfaction as a Teacher
Diffference by Administrative - Non-Administrative
(By Percentage Response in Each Category)

Item	Admin	Non Admin	Diff.
	%	%	
Seeing students grow	71	80	9
Administration's appreciation/support	5	13	8
Salary/vacation/working hours	16	10	6
Relationship with students	63	68	5
Relationships with other teachers	34	29	5
Curriculum preparation	16	12	4
Parents appreciation/support	12	14	2
Extra-curricular activities	11	9	2
Appreciation/support	16	15	1
Relationship with community	7	6	1
Teaching schedule/subjects taught	14	14	0

While both groups scored high on seeing students grow, non-administrators scored somewhat higher on this table, as they did to a lesser degree on administration's appreciation and relationships with students. Administrators responses were higher as a percentage on the item salary/vacation/working hours and on relationships with other teachers.

Table 68

Items Giving the Least Satisfaction as a Teacher
Differences by Administrative - Non-Administrative
(By Percentage Response in Each Category)

Item	Admin	Non Admin	Diff.
	%	%	
Fellow teachers	29	16	13
Administration (inhouse)	18	27	9
Administration (external)	18	9	9
Paperwork	16	24	8
Subjects taught/	9	16	7
Students' attitude/performance	39	35	4
Parent/public attitudes	30	26	4
Equipment/supplies	6	10	4
Discipline	24	27	3
Supervisory duty	12	15	3
Meetings	9	7	2
Class size/split classes	6	8	2
Inservices	5	3	2
Threat of cutback	3	5	2
Lesson preparation/	15	16	1
Salary/vacation/working hours	1	2	1

Administrators' responses as a percentage showed less satisfaction with fellow teachers and external administration than did non-administrators' responses. Non-administrators were less satisfied with inhouse administdration, pqperwork, and subjects taught/ than were administrators.

Table 69

Suggested Changes in Working Conditions
Differences by Administrative - Non-Administrative
(By Percentage Response in Each Category)

Item	Admin	Non Admin	Diff.
	%	%	
Improved external administration	18	10	8
Smaller classes/no split classes	17	25	8
Improved physical facilities	26	21	5
More time for planning	9	14	5
Less supervisory duty	2	7	5
Improved in-house administration	14	18	4
More teacher involvement	3	7	4
Less paperwork	7	4	3
Improved and/or broadened curriculum	3	6	3
Improved standards/more consistency	7	5	2
Improved teacher participation	5	3	2
Teaching fewer subjects	2	1	1
Job sharing	0	1	1
Better/more equipment	14	14	0
Improved teaching schedule	17	17	0
Better and more inservices	6	6	0

Administrators wanted improved external administration, and improved physical facilities more than did the others. Non-administrators were higher on smaller/no split classes, more time for planning and less supervisory duty.

Table 70

Non-School Items Which Cause Stress
Differences by Administrative - Non-Administrative
(By Percentage Response in Each Category)

Item	Admin	Non Admin	Diff.
	%	%	
Family relationships	8	18	10
Personal finances	14	22	8
Economy	16	10	6
Commuting/road conditions/car problems	9	15	6
Household chores	7	13	6
Illness/death in family	11	16	5
Social/technological changes/conditions	18	14	4
Time constraints	17	21	4
Other personal relationships	18	15	3
Dealing with own children	9	10	1
Public attitudes	6	7	1

Non-administrators noted more stress about family relationships, personal finances, household chores, commuting etc., and illness/death in family; but noted less stress than administrators about the economy and social/technological change. Of course, since there is a higher percentage of male administrators than female, sex differences in response would be expected.

Table 71

Non-School Items Which Give the Most Satisfaction
Differences by Administrative - Non-Administrative
(By Percentage Response in Each Category)

Items	Admin	Non Admin	Diff.
	%	%	
Friends/neighbours	27	18	9
Church/community organizations	21	12	9
Sports	33	25	8
Hobbies/crafts	24	31	7
Entertainment	11	16	5
Children	10	12	4
Exercise	6	10	4
Home	18	21	3
Family	39	41	2
Study	3	5	2
Reading	21	22	1
Travel/vacation	19	20	1
Socializing	16	16	0

Administrators were more likely than non-administrators to find satisfaction from sports, friends/neighbours, and church/community organizations. Non-administrators were more likely than administrators to find satisfaction from hobbies/crafts and entertainment.

By Class Size

Table 72

Items Giving the Most Satisfaction as a Teacher
Differences by Class Size
(By Percentage Response in Each Category)

Item	Under 15	16-20	21-25	Over 25	Max Diff.
	%	%	%	%	
Relationship with students	55	66	65	71	16
Relationship with other teachers	34	18	32	29	14
Administration's appreciation/	23	9	11	10	14
Appreciation/support	9	20	14	17	11
Curriculum preparation/	13	7	18	14	11
Extra-curricular activities	4	4	9	13	9
Parent's appreciation/support	17	11	19	12	8
Salary/vacation/working hours	6	9	13	12	7
Seeing students grow	81	80	85	79	6
Teaching schedule/	13	11	17	13	6
Relationship with community/	9	6	7	7	3

The item having the greatest difference among percentage returns by class size of teachers was relationship with students. Teachers of large classes also were more likely to be satisfied with extra-curricular activities. Satisfaction with relationships with students appears to increase with teachers of largest classes. On the other hand teachers of smallest classes tend to be more satisfied with administration's appreciation/support.

Table 73

Items Giving the Least Satisfaction as a Teacher
Differences by Class Size
(By Percentage Response in Each Category)

Item	Under 15	16-20	21-25	Over 25	Max Diff.
	%	%	%	%	
Discipline	13	27	2C	29	16
Student attitude/performance	36	29	34	44	15
Paperwork	13	18	24	27	14
Lesson preparation/	4	24	18	16	14
Fellow teachers	26	13	16	19	13
Administration (inhouse)	30	29	31	20	11
Supervisory duty	11	7	18	17	11
Threat of cutback	4	13	2	5	11
Class size/split classes	4	2	7	13	11
Teaching schedule/	9	11	19	17	10
Parent/public attitude	23	22	27	31	9
Equipment/supplies	13	6	9	11	7
Administration (external)	9	7	8	14	7
Meetings	9	4	10	8	6
Salary/vacation/working hours	4	0	2	3	4
Inservices	2	2	4	2	2

Teachers with smaller classes indicated that fellow teachers gave less satisfaction than other teachers indicated. Teachers of large classes (over 25) found student attitude/performance, paperwork and external administration to be less satisfying than did other teachers. Teachers with small sized classes found discipline to be less of a problem in satisfaction than did other teachers. Teachers of larger classes (over 20) found paperwork, teaching schedule/subjects taught, supervisory duty and discipline to be less satisfying than did other teachers. Teachers of small classes (under 15) reported less as a "least satisfaction" such items as lesson preparation/student assessment and teaching schedule/subjects taught.

Table 74

Suggested Changes in Working Conditions
Differences by Class Size
(By Percentage Response in Each Category)

Item	Under 15	16-20	21-25	Over 25	Max Diff.
	%	%	%	%	
Smaller classes/no split classes	11	24	19	35	24
Improved teaching schedule	6	20	24	15	19
Improved inhouse administration	30	22	17	15	15
Improved external administration	11	16	9	13	7
Improved/broadened curriculum	9	2	4	9	7
Less supervisory duty	6	2	6	9	7
More teacher involvement	2	7	8	7	6
More time for planning	9	13	14	12	5
Improved standards/	2	7	7	6	5
Less paperwork	2	4	7	3	5
Improved teacher/parent comm.	2	6	6	1	5
Better/more equipment	17	13	14	15	4
Improved physical facilities	21	22	20	23	3
Better/more inservices	6	7	8	5	3
Teaching fewer subjects	0	2	2	2	2
Job sharing	0	0	0	2	2

Teachers of small class size responded at a lower rate to improved teaching schedule, more teacher involvement and improved standards/more consistency, but higher in improved inhouse administration. Teachers in large classes highly rated smaller classes as would be expected.

Table 75

Non-School Items Which Cause Stress
Differences by Class Size
(By Percentage Response in Each Category)

Item	Under 15	16-20	21-25	Over 25	Max Diff.
	%	%	%	%	
Illness/death in family	15	6	15	20	14
Commuting/road conditions/	6	13	16	12	10
Public attitudes	6	15	5	5	10
Social/technological changes	13	20	19	11	9
Personal finances	23	15	22	22	8
Economy	9	7	15	14	8
Other personal relationships	23	20	16	13	7
Dealing with own children	15	9	9	9	6
Family relationships	15	15	19	17	4
Household chores	11	9	13	13	4
Time constraints	21	18	19	20	3

Teachers with the smallest class size (0-15) scored lowest in public attitude and commuting/road conditions/car problems, and highest on dealing with own children. Teachers of largest class sizes (over 25) scored lowest on other personal relationships and social/ technological changes.

Table 76

Non-School Items Which Give the Most Satisfaction
Differences by Class Size
(By Percentage Response in Each Category)

Item	Under 15	16-20	21-25	Over 25	Max Diff.
	%	%	%	%	
Sports	23	24	36	42	19
Hobbies/crafts/leisure	36	40	27	27	13
Church/community organizations	13	4	17	13	13
Travel/vacation	11	16	21	24	13
Socializing	17	15	23	12	11
Reading	13	24	25	23	11
Exercise	6	16	6	12	10
Children	15	6	11	14	9
Entertainment	9	11	17	17	8
Friends/neighbours	21	16	21	21	5
Home	23	26	21	21	5
Study	6	2	7	4	5
Family	38	38	42	41	4

Teachers of large class sizes are likely to find sports more of a satisfaction than other teachers.

Chapter 6

CONCLUSION

In Brief

The purpose of this study was to obtain information about the factors which cause stress for teachers in Nova Scotia and to determine possible differences by sub-groups. Such information should be useful not only to teachers and the teachers' organization, but to administrators, school boards and interested citizens.

A rough guide to the relative importance of stressors is listed in descending order of means in Appendix B. There were some significant differences by sub-group which should be taken into consideration by those developing programs to assist in the alleviation of stress.

There were noteworthy differences by size of school, sex, experience, type of school, elementary-secondary (data still being checked), administrator/non-administrator and even a few by license category.

The results of this study indicate that one teacher in four is likely to find "disruptive students" to be very stressful, and student attitude and school discipline were strong stress factors. More than 10 percent of the teachers responding found 10 items to be "very stressful". Other major "very stressful" factors concern time, paperwork, and size of class; as well as discipline, policy, and administrative support. About 10 percent of respondents reported high blood pressure, although only about 75 percent had their blood pressure checked. The data indicate that stress is a serious problem with at least 10 percent of the teacher population, and possibly is a serious problem with 25 percent.

On the open-ended part of the survey teachers were most satisfied as a teacher in "seeing students grow" but were least satisfied with student attitude/performance, public attitudes, discipline, administration and paperwork. Students apparently provide both the most

satisfaction or joy and the most stress or pain. Teachers indicated that they would most like to see changes providing smaller classes, improved physical facilities and equipment, improved schedules with more time for planning, and improved administration. These matters might be kept in mind by those responsible for school administration. The non-school items which appear to give the most satisfaction to teachers are family, hobbies etc., sports and reading.

Alleviating, and Coping with, Stress

It is important to consider action to overcome stress. A variety of studies or articles contain suggestions regarding what an individual may do to alleviate stress. A study by Humphrey and Humphrey (1981) asked information from teachers about what teachers were doing to cope with stress. A "rather disturbing" statistic revealed that 49 percent of the respondents indicated that they were at a loss about how to deal with stress. The procedures most frequently mentioned were the following:

(i) discussion with others (16%)
(with one or more of colleagues, spouses, administrators, parents, psychologists)

(ii) divine guidance (9%)
(prayer - mostly from teachers in rural areas)

(iii) prioritizing tasks (7%)
(setting priorities, re-examination of practices, organize daily routine, plan ahead)

(iv) physical exercise (7%)
(often for physical education teachers)

(v) drugs and medication (6%)
(prescription, non-prescription, alcohol)

(vi) recreational activities (3%)
(reading, leisure, sports and games)

(vii) progressive relaxation (1%)
(very few for one of the most important coping procedures)

The authors of the above study suggest the following principles that teachers might apply in dealing with stress:

(i) Carefully observe personal health practices (adequate diet, sleep, physical activity, balance work and play)

(ii) Continually self-evaluate (a little time at the end of each day)

(iii) Recognize one's own accomplishments (and praise oneself for them, develop positive attitudes about them)

(iv) Take one thing at a time (sort out tasks in order of importance, budget time to alleviate procrastination)

(v) Take things less seriously (see more humour in things, look at potential stress situation more objectively)

(vi) Do things for others (help to take one's mind off personal stress items)

(vii) Talk things over with others (positive discussion sometimes can help)

(viii) Don't confuse stress with challenge (constructive stress in right amounts can challenge and motivate one to get things done)

In a 1979 article concerning positive mental health for teachers, Mackiel concludes that anxiety in classroom teachers may become detrimental both to the teachers themselves and to their students. He suggests that a positive mental health program for teachers would consist of three parts:

(i) mandatory inservice sessions by a notable psychologist/psychiatrist to provide ideas and suggestions

(ii) the establishment of a personal growth centre -- a confidential service with a full-time psychologist

(iii) observation and evaluation -- teachers observed with potential problems would be referred to a qualified psychiatrist, and possibly a leave of absence provided during treatment.

In Teacher Burnout and What to do About it, Stephen Truch (1980) suggests a R.E.A.D. program for dealing with stress:

R - deep relaxation
E - regular exercise
A - attitude and awareness
D - diet

Dr. Herbert Benson of Harvard Medical School studied the effects of meditation on high blood pressure and believes that the body has a natural repair mechanism designed to counteract the effects of prolonged stress. This relaxation response can be called up through deliberate relaxation exercises. Benson's suggestion involves sitting quietly for about 20 minutes twice a day. This practice can slow the metabolic rate. A "progressive relaxation" technique may ease stress. For example, one could sit comfortably, let limbs go limp, and progressively relax specific areas of the body by tensing and relaxing muscles until the whole body is at rest.

Dr. Don Ardell suggests five aspects to wellness: nutrition, stress management, physical fitness, environmental sensitivity, and self-responsibility. Forms of assistance could include: counselling, therapy, biofeedback and meditation.

Kyriacou found that sharing problems with teachers and hearing others' problems, were the most helpful parts of a stress reduction program for teachers. Masloch (1977) suggested that one's peers could be a very valuable resource for persons experiencing stress. Sharing and support of fellow teachers were found to be important factors in stress reduction. Spaniol and Caputo (1979) noted that 39 percent of teachers who responded favourably to the question "Does your principal take an active role in helping teachers stay mentally and physically healthy?" enjoyed better health than the 61 percent who responded unfavourably.

After his analysis of research Cunningham concludes that the following hold considerable promise for reduction of the burnout phenomena: increased teacher differentiation (eg., master teacher idea); greater teacher support; improved physical, emotional and psychological conditioning; increased teacher influence on organizational operation and implementation of broad quality of work life programs. After an analysis of excellence in business corporations, Peters and Waterman (1982) found that successful and excellent companies paid attention to the care, feeding and unshackling of the average employee, not just demanding performance from a few laggards or a few brilliant people.

What Might be Done in Nova Scotia

Both the individual, and the employer/administration, can take action to prevent, alleviate, or overcome stress. In becoming aware of stress, any of the following signs might be noted: irritability, aggression, passivity, floating anxiety, insomnia, abrupt changes in behaviour pattern, lower back pain, neck pain, fatique, indigestion, nervous tics, absenteeism, accident-proneness. From the suggestions noted in the previous section, it is important for individuals to:

(1) become aware of what stress is and how it affects them

(2) develop skills in managing stress

(3) develop support systems

(4) know relaxation techniques

(5) have exercise

(6) be aware of the importance of nutrition

(7) have recreational activities

(8) know how to manage time

(9) have a happy family life

Employers and administrators can do much to assist teachers in coping with stress. An analysis of the stress problem should be undertaken in each school board area and a complete program implemented beginning with inservice awareness programs, to treatment with time off for

individuals who are in the "burnout" stage. Parts of the total program might include:

(1) board-teacher discussion concerning stress and programs to alleviate stress, and concerning quality of work programs in general.

(2) board-teacher-home and school discussion about the problem of disruptive students.

(3) inservice programs for the recognition of, and for coping with, stress.

(4) opportunities and/or assistance for exercise, good nutrition, good self-concept, contact among teachers, 'time-outs' from stressful situations, hobby clubs, weight control programs, smoking control programs, and sports exchanges.

(5) in-service programs for administrators regarding their attitudes towards and overt concern for teachers, and in reflecting realistic expectations for teachers.

(6) information to teachers (preferably before hiring) about policies, workload, etc.

(7) preparation of and dissemination of information about career development opportunities, in-service programs, stress workshops, time management seminars, etc.

(8) teacher-board discussion about such items as physical facilities, teaching schedules and paperwork.

(9) a referral centre, or system, to provide a confidential service for individual teachers.

(10) time off, and opportunity for treatment, in cases of burnout.

Information from this survey could be used to estimate the leading "stressors" for a particular group of teachers.

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APPENDIX A

Survey Instrument

TO WHAT EXTENT DO THE FACTORS LISTED BELOW CAUSE YOU STRESS?

[Circle appropriate letter(s)]

	PARENTS AND COMMUNITY	NOT APPLICABLE (NA)	NOT STRESSFUL (NS)	MILDLY STRESSFUL (MS)	STRESSFUL (S)	VERY STRESSFUL (VS)
(1)	Status of teachers in society	NA	NS	MS	S	VS
(2)	Attitude of society towards teachers	NA	NS	MS	S	VS
(3)	Talking to parents about students' problems	NA	NS	MS	S	VS
(4)	Attitudes of parents towards teachers	NA	NS	MS	S	VS
(5)	Lack of recognition for work by community	NA	NS	MS	S	VS
(6)	Having to participate in school fund-raising or promotions sponsored by community groups	NA	NS	MS	S	VS
(7)	Media comments about teachers or education	NA	NS	MS	S	VS
(8)	Too much parental participation in school matters	NA	NS	MS	S	VS
(9)	Too little parental participation in school matters	NA	NS	MS	S	VS

Do you have COMMENTS on any of the above matters?

	STUDENT RELATED					
(10)	Disruptive students	NA	NS	MS	S	VS
(11)	Attitudes of students towards learning	NA	NS	MS	S	VS
(12)	Lack of time to spend with individual students	NA	NS	MS	S	VS
(13)	Students non-acceptance of teacher's authority	NA	NS	MS	S	VS
(14)	Maintaining class discipline	NA	NS	MS	S	VS
(15)	Teaching "below average" students	NA	NS	MS	S	VS
(16)	Evaluating student performance	NA	NS	MS	S	VS
(17)	Lack of availability of diagnostic services	NA	NS	MS	S	VS
(18)	Target of abuse by students	NA	NS	MS	S	VS
(19)	Relationship with students	NA	NS	MS	S	VS
(20)	Threatened with personal injury	NA	NS	MS	S	VS
(21)	Teaching handicapped children	NA	NS	MS	S	VS
(22)	Teaching students generally	NA	NS	MS	S	VS

Do you have COMMENTS on any of the above matters?

TO WHAT EXTENT DO THE FACTORS LISTED BELOW CAUSE YOU STRESS?

[Circle appropriate letter(s)]

TEACHING AREA		NOT APPLICABLE (NA)	NOT STRESSFUL (NS)	MILDLY STRESSFUL (MS)	STRESSFUL (S)	VERY STRESSFUL (VS)
(23)	Sense of achievement in teaching	NA	NS	MS	S	VS
(24)	Lack of opportunities for useful in-service activities	NA	NS	MS	S	VS
(25)	Your overall level of satisfaction with teaching	NA	NS	MS	S	VS
(26)	Freedom to select teaching methods	NA	NS	MS	S	VS
(27)	Developing daily lesson plans	NA	NS	MS	S	VS
(28)	Relationships with other teachers	NA	NS	MS	S	VS
(29)	Required attendance at in-service meetings	NA	NS	MS	S	VS
(30)	Change in duties or responsibilities	NA	NS	MS	S	VS
(31)	Lack of time for planning and preparation	NA	NS	MS	S	VS
(32)	Inadequate supervision of my teaching by administrators	NA	NS	MS	S	VS
(33)	Too much time spent on meetings	NA	NS	MS	S	VS
(34)	Too much paper work	NA	NS	MS	S	VS
(35)	Inadequate resources and material	NA	NS	MS	S	VS
(36)	Size of classes too large	NA	NS	MS	S	VS
(37)	Physical conditions of classroom and building	NA	NS	MS	S	VS
(38)	Teaching too many subject areas	NA	NS	MS	S	VS
(39)	Teaching subject for which I do not feel qualified	NA	NS	MS	S	VS
(40)	Satisfaction with teaching assignments	NA	NS	MS	S	VS
(41)	Inadequate information about teaching materials	NA	NS	MS	S	VS
(42)	Teaching split classes	NA	NS	MS	S	VS
(43)	Relationships with other teachers in school	NA	NS	MS	S	VS

Do you have COMMENTS on any of the above matters?

TO WHAT EXTENT DO THE FACTORS LISTED BELOW CAUSE YOU STRESS?

[Circle appropriate letter(s)]

	WORKING CONDITIONS	NOT APPLICABLE (NA)	NOT STRESSFUL (NS)	MILDLY STRESSFUL (MS)	STRESSFUL (S)	VERY STRESSFUL (VS)
(44)	Concern about being involuntarily transferred	NA	NS	MS	S	VS
(45)	Threat of cut-back situation	NA	NS	MS	S	VS
(46)	Lack of recognition of achievement	NA	NS	MS	S	VS
(47)	The number of teaching hours per week	NA	NS	MS	S	VS
(48)	Salary received	NA	NS	MS	S	VS
(49)	The time spent in non-teaching duties per week	NA	NS	MS	S	VS
(50)	Bargaining with local school board	NA	NS	MS	S	VS
(51)	Theft and destruction of teacher property	NA	NS	MS	S	VS
(52)	Lack of mobility in teaching jobs	NA	NS	MS	S	VS
(53)	Inadequate staff room resources	NA	NS	MS	S	VS
(54)	Teaching split classes	NA	NS	MS	S	VS

Do you have COMMENTS on any of the above matters?

	ADMINISTRATION					
(55)	Lack of administrative support	NA	NS	MS	S	VS
(56)	Lack of involvement in school decision-making	NA	NS	MS	S	VS
(57)	Inadequate discipline policy within school	NA	NS	MS	S	VS
(58)	Lack of agreement on minimum standards within school	NA	NS	MS	S	VS
(59)	Methods used in teacher promotion	NA	NS	MS	S	VS
(60)	Maintaining records and paper work	NA	NS	MS	S	VS
(61)	Notification of unsatisfactory performance	NA	NS	MS	S	VS
(62)	Obligated to take part in too many school activities	NA	NS	MS	S	VS
(63)	Disagreement with supervisor	NA	NS	MS	S	VS
(64)	Classroom observations by administrators	NA	NS	MS	S	VS
(65)	Relationship with school administrators	NA	NS	MS	S	VS
(66)	Lack of availability of supervisory help	NA	NS	MS	S	VS

Do you have COMMENTS on any of the above matters?

(67) Does teaching contribute to any physical ailment or illness you may have?

NEVER( ) SELDOM( ) SOMETIMES( ) OFTEN( ) VERY OFTEN( )

(68) Does your home life contribute to any physical ailment or illness?

NEVER( ) SELDOM( ) SOMETIMES( ) OFTEN( ) VERY OFTEN( )

(69) What is your perception of your physical well-being?

VERY UNWELL( ) UNWELL( ) AVERAGE( ) WELL( ) VERY WELL( )

(70) How many teaching days did you miss last year because of illness?

0-5( ) 6-10( ) 11-15( ) 16-20( ) Over 20( )

(71) Have you had your blood pressure checked in the past year?

YES( ) NO( )

(72) Have you been diagnosed as having high blood pressure?

YES( ) NO( )

List up to five items in general which give you the most satisfaction as a teacher.

List up to five items in general which give you the least satisfaction as a teacher.

What changes would you like to see introduced in working conditions?

List up to five non-school items which are most stressful to you.

List up to five non-school items which give you the most satisfaction.

DATA FOR COMPARISONS

GRADE(S) OR LEVEL(S) TAUGHT:

P-3 ( ) 4-6 ( ) 7-9 ( ) 10-12 ( ) 7-12 ( )

SEX:

M ( ) F ( )

MAJOR TEACHING ASSIGNMENT SUBJECT AREA:

ADMINISTRATIVE ROLE (if any):

Department Head ( ) Vice-Principal ( ) Principal ( )

Superintendent ( ) Other ( )

EXPERIENCE AS TEACHER:

0-5 ( ) 6-10 ( ) 11-15 ( ) 16-20 ( ) 20-25 ( ) over 25 ( )

LICENSE CATEGORY (or equivalent):

TC_3 ( ) TC_4 ( ) TC_5 ( ) TC_6 ( ) TC_7 ( ) TC_8 ( )

TYPE OF SCHOOL:

Urban ( ) Rural ( ) Vocational ( )

NUMBER OF TEACHERS IN SCHOOL:

0-9 ( ) 10-20 ( ) 21-30 ( ) 31-40 ( ) 41 or more ( )

CLASS SIZE YOU TEACH (on the average):

5-10 ( ) 11-15 ( ) 16-20 ( ) 21-25 ( ) over 25 ( )

THANK YOU FOR YOUR COOPERATION.

WOULD YOU PLEASE RETURN YOUR QUESTIONNAIRE IMMEDIATELY AFTER COMPLETION.

APPENDIX B

Means for the 66 Structured Items

APPENDIX B

Means for the 66 Structured Items

Rank	Item No.	Item	Means	S.D.	Missing Cases
1	10	Disruptive students	2.830	0.898	17
2	12	Lack of time to spend with individual students	2.585	0.934	20
3	45	Threat of cut-back situation	2.493	1.078	25
4	11	Attitude of students towards learning	2.483	0.872	13
5	13	Students non-acceptance of teachers' authority	2.481	0.977	44
6	36	Size of classes too large	2.275	1.050	90
7	34	Too much paperwork	2.144	0.958	32
8	42	Teaching split classes	2.144	1.104	246
9	31	Lack of time for preparation and planning	2.125	0.924	29
10	44	Concern about being involuntarily transferred	2.118	1.144	76
11	54	Teaching split classes	2.114	1.106	248
12	14	Maintaining class discipline	2.072	0.860	30
13	15	Teaching "below average" students	2.069	0.958	30
14	57	Inadequate discipline policy within school	2.052	1.060	81
15	7	Media comments about teachers or education	2.000	0.842	10

Rank	Item No.	Item	Means	S.D.	Missing Cases
16	35	Inadequate resources & materials	1.994	0.936	60
17	58	Lack of agreement on minimum standards within school	1.976	1.011	67
18	55	Lack of administrative support	1.972	1.077	87
19	63	Disagreement with supervisor	1.954	1.083	143
20	61	Notification of unsatisfactory performance	1.947	1.082	162
21	60	Maintaining records and paperwork	1.939	0.896	13
22	3	Talking to parents about students problems	1.908	0.810	14
23	17	Lack of availability of diagnostic services	1.907	0.899	84
24	4	Attitudes of parents towards teachers	1.903	0.835	14
25	2	Attitude of society towards teachers	1.903	0.796	13
26	46	Lack of recognition of achievement	1.898	0.920	34
27	16	Evaluating student performance	1.889	0.847	17
28	18	Target of abuse by students	1.853	0.962	155
29	56	Lack of involvement in school decision making	1.841	0.942	60
30	52	Lack of mobility in teaching jobs	1.828	0.940	68

Rank	Item No.	Item	Means	S.D.	Missing Cases
31	39	Teaching subject for which I do not feel qualified	1.808	1.037	192
32	23	Sense of achievement in teaching	1.807	0.827	22
33	64	Classroom observations by administrators	1.796	0.948	38
34	24	Lack of opportunities for useful inservice education	1.793	0.852	49
35	37	Physical condition of classroom and building	1.778	0.913	63
36	30	Change in duties or responsibilities	1.770	0.816	41
37	53	Inadequate staffroom resources	1.743	0.956	72
38	5	Lack of recognition for work by community	1.725	0.878	20
39	59	Methods used in teacher promotion	1.712	0.941	87
40	9	Too little parental participation in school matters	1.701	0.780	58
41	33	Too much time spent on meetings	1.684	0.925	83
42	25	Your overall level of satisfaction with teaching	1.682	0.760	16
43	51	Theft and destruction of teacher property	1.682	0.876	183
44	38	Teaching too many subject areas	1.669	0.920	136
45	50	Bargaining with local school board	1.667	0.908	149

Rank	Item No.	Item	Means	S.D.	Missing Cases
46	21	Teaching handicapped children	1.647	0.885	239
47	6	Having to participate in school fund raising or promotions sponsored by community groups	1.633	0.798	123
48	49	Time spent in non-teaching duties per week	1.632	0.863	34
49	66	Lack of availability of supervisory help	1.612	0.880	99
50	41	Inadequate information about teaching materials	1.586	0.750	85
51	62	Obligated to take part in too many school activities	1.573	0.868	118
52	1	Status of teachers in society	1.535	0.672	30
53	22	Teaching students generally	1.518	0.661	18
54	65	Relationship with school administrators	1.463	0.783	26
55	47	The number of teaching hours per week	1.435	0.742	24
56	27	Developing daily lesson plans	1.423	0.650	23
57	20	Threatened with personal injury	1.409	0.868	252
58	29	Required attendance at inservice meetings	1.394	0.795	23
59	32	Inadequate supervision of my teaching by administrators	1.388	0.723	81
60	8	Too much parental participation in school matters	1.387	0.720	91

Rank	Item No.	Item	Means	S.D.	Missing Cases
61	40	Satisfaction with teaching assignments	1.376	0.699	50
62	43	Relationships with other teachers in school	1.316	0.622	17
63	26	Freedom to select teaching methods	1.315	0.626	41
64	28	Relationships with other teachers	1.293	0.576	17
65	48	Salary received	1.289	0.637	15
66	19	Relationship with students	1.272	0.532	24

APPENDIX C

Samples of Open Ended Responses

APPENDIX C

Samples of Open Ended Responses

A sample list of responses for the items "most satisfaction as a teacher" and "least satisfaction as a teacher" is noted below to give the reader an idea of the type of responses fitted into several categories.

Items giving the most satisfaction as a teacher

Category: seeing students grow

"seeing children make the progress they are capable of"
"when a child says, 'yes, I understand', and means it"
"progress made by students"
"seeing students learn because of my actions"
"seeing a student finally 'get it'"
"the satisfaction of a student when a new concept 'sinks in'"
"children's understanding and excitement"
"the satisfaction of seeing my students progress"
"student achievement"
"when a light goes on for a child and he understands a concept"

Category: relationship with students

"having students who appreciate your efforts"
"being with the students"
"looks and smiles of my students"
"working with kids individually"
"helping slow students achieve"
"working with young adults in a learning environment"
"relationships with students"
"working with young people"
"being with the students"

Items giving the least satisfaction as a teacher

Category: student attitude/performance

"students in class who really don't want to learn"

"teaching students who don't want to learn"

"negative attitudes of students towards learning"

"child apathy"

"teaching a student who doesn't care"

"students' lack of motivation"

"trying to teach children who question everything done in school"

"having to check up on students' attendance by phoning home"

"difficulty in teaching children who indulge themselves with TV"

"students who don't care"

Category: parent/public attitude

"lack of respect by parents and students toward teaching"

"the attitudes (sometimes) expressed by the media are certainly discouraging"

"defending the school and the teaching profession in general from often misguided, selfish, or politically motivated reasons"

"abusive parents and students"

"generally poor teacher image, i.e., making the teacher a scapegoat"

"teaching profession being looked upon as one of low esteem in the eyes of the public"

"poor attitude towards teachers"

"lack of interest on part of parents"

"parents who are unwilling to accept their child as he/she actually is"

"negative attitude of public"

Category: discipline

"having a run-in with disruptive students"

"dealing with rude students"

"lack of student discipline"

"discipline policies of the board"

"disciplining unruly students"

"dealing with discipline problems"

"disruptive students, some of whom have problems that can't be solved by a teacher due to home life - lack of love, etc."

"rude, ungrateful children"

"having to deal with behaviour"

"punishment of students"